

MPDL 633 - Academic Strategies and Executive Function Supports for Students with LD, ADHD, and ASD

This course is the part of the online professional certificate program in Learning Differences (LD) and Neurodiversity with a specialization in [Executive Function](#) offered by Landmark College.

Course Information

Course Description: What strategies and supports have proven to be effective in promoting academic success for students with learning and executive function challenges? This course presents evidence-based, classroom-tested strategies, many developed at Landmark College, that help non-traditional learners thrive in academic settings. The first module reviews critical factors to consider when designing effective instruction: processing speed, working memory, executive skills, within the framework of Cognitive Load Theory. The second module describes the features of an EF-Friendly Classroom. Each subsequent module presents a process or strategic approach that addresses difficulties in the following areas: academic reading, academic writing, note-taking, studying and test preparation, and math. The course considers no-, low- and high-technology approaches that belong in every educator's instructional toolkit. The Instructor is committed to working with participants to ensure that the course is relevant and valuable to their current and future professional roles.

Graduate Credit: Three graduate credits will be awarded per course for students achieving a grade of 80% or greater.

Contact: Messages or queries for the instructors should be sent through the Landmark College Canvas mail. All messages will be responded to as soon as possible within a reasonable amount of time. If a matter is urgent, please email the instructor(s) directly with the subject line: **MPDL 633 URGENT**.

Course Format

- This course contains **8 weekly Modules** but runs for 9 weeks. Each module includes several **micro-units** which are subtopics within the Modules.

- The course also includes **5 online synchronous sessions** (i.e., video conferences) scheduled primarily in the evenings (Eastern Time). We will make every attempt to accommodate individual schedules, but participants should plan on attending at least 4 of the 5 synchronous sessions. **Synchronous** sessions will be hosted via the course Conferencing tools.
- The course uses **Canvas** as its Learning Management System (LMS). Registered participants will be provided with details to log on during the **week before the start of classes**.

Course Objectives

Upon completion of this course, participants will be able to:

1. Articulate new and emerging **understanding of neurodiversity** and neuro-atypical profiles of learners.
2. Debate and discuss current **evidence-based findings in the field, and Landmark College's approach to addressing executive function challenges** among diverse learners.
3. Identify, describe and apply **Cognitive Load theory** and understanding of **working memory, processing speed, and language processing** to **designing and implementing instructional practices**.
4. Identify elements of an **Executive Function friendly classroom** and develop a plan to implement practices relevant to their work.
5. Describe effective practices for introducing **strategies** that support **academic reading and writing, note-taking, test-taking, and math development** for diverse students.
6. Evaluate their own **professional development** within the context of this course with respect to **practical applications and lessons learned**.

Module Topic Outline	
Week 1	Module 1: Framework for Design <ul style="list-style-type: none"> • Introductions • Creating an online learning community • Considerations for designing and introducing academic strategies <ul style="list-style-type: none"> ○ Cognitive Load Theory ○ Executive Function <ul style="list-style-type: none"> ▪ Working Memory ▪ Processing Speed

	<ul style="list-style-type: none"> ○ Language Processing • Create a Learner Profile
Week 2	<p>Module 2: The EF-Friendly Classroom</p> <ul style="list-style-type: none"> • Executive Function (EF) challenges in the classroom for students with LD/ADHD/ASD • Designing an EF-friendly classroom <ul style="list-style-type: none"> ○ Principles ○ Practices • Learner Profile and Toolkit: Ideal classroom environment <p>Synchronous Class Discussion</p>
Weeks 3	<p>Module 3: Scaffolding Academic Reading</p> <ul style="list-style-type: none"> • Cognitive challenge of reading • Active Reading strategies • Critical Reading strategies • Technology to support reading • Learner Profile and Toolkit: personalized reading strategies
Week 4	<p>Module 4: Scaffolding Academic Writing</p> <ul style="list-style-type: none"> • Cognitive challenge of writing • Supporting growth of student metacognition • Scaffolding writing process • Explicit instruction in written forms and conventions • Technology to support writing • Learner Profile and Toolkit: personalized writing strategies <p>Synchronous Class Discussion</p>
Week 5	<p>Module 5: Scaffolding Note-taking</p> <ul style="list-style-type: none"> • Cognitive challenge of taking notes • Research on note-taking • Visual and text-based note-taking strategies • Note revision strategies • Technology to support note-taking • Learner Profile and Toolkit: personalized note-taking strategies • Final Project Preview: select topic and format <p>Synchronous Class Discussion</p>

Week 6	Module 6: Scaffolding Studying and Test Preparation <ul style="list-style-type: none"> • How memory works: principles for effective study • Individualizing study routines • Capitalizing on social learning: effective study groups • This is a test: Coping with test anxiety and other strategies • Learner Profile and Toolkit: personalized study and test prep strategies Synchronous Class Discussion
Week 7	Module 7: Scaffolding Math <ul style="list-style-type: none"> • Cognitive challenges of math: dyscalculia and other issues • Strategies for math conceptualization • Strategies for math procedures • Learner Profile and Toolkit: personalized math strategies Synchronous Class Discussion
Week 8	Module 8: Putting it all together <ul style="list-style-type: none"> • Looking back: synthesizing course learning • Final projects: applying course learning • Course evaluation survey


Details of the Module format are as follows:




1. **Objectives** – Each Module will start by articulating the objectives for that Module. The objectives will list anticipated learning of the topics that will be addressed in each Module.




2. **Warm-up Activities** – Warm-up Activities are designed to help to create a community of learners within this course, to understand each other's perspectives, and to engage in a discourse. Warm-up Activities will be posed at the start of each Module as a query or a scenario to get us thinking about the topic as a group. You will post your own insights, observations, and respond to someone else's posting. **Graded.**

3.  **Learning Activities** –Learning Activities serve as instructional content for the module topics. (Example: Viewing/listening to PowerPoint slides; Readings, Assignments, Targeted Website Browsing, Creating your own library of resources).

4.  **Talk Time** - Talk Time is the synchronous meeting time for the course. During this time, we will address queries and points to ponder for discussion. This live discussion will be hosted via Canvas Conferencing tools. You will be able to link to discussions directly via Canvas. **Graded.**

P **Learner Profile and Toolkit**– The Learner Profile and Toolkit is a cumulative assignment that begins by creating a student profile in Module 1, incrementally adding personalized tools and strategies drawn from each subsequent module. The purpose of this activity is to synthesize and apply course learning to your specific educational environment. Each module's portion of the Learner Profile/Toolkit will be **Graded.**

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6.  **Additional Resources** – A resource repository on EF and LD will be created and added to by all members of this learning community. Recommendations to this forum is not graded, but regular contributions to this section can result in **5 extra grade points** for the course.

A new Module will be made available every **Saturday morning**. **Preceding** modules postings should be completed at the latest by **Saturday evening**.

Please make every attempt to complete the graded assignments by the **specified due dates in the Canvas Calendar**.

Course Assignments and Grades

Due Dates: Due to the fast paced nature of this course, all assignments are due by midnight of the assigned date. Late submissions of postings for the Warm Ups or other assignments cannot be accepted unless the instructor is contacted, in advance, regarding extenuating circumstances.

Course Assignments

The final course grade is determined by the following **four categories** of assignments.



1. **Warm Ups:** Six of the modules have graded **Warm Ups**. You will **post an original response to a Warm Up** and also **post responses to someone else's comment**. For full credit, each of your **Warm Ups** should follow the specified directions for responses and be posted before the week for the Module is over. You should plan on responding to all 6 **Warm Ups** (**30 points total; 5 points each**)
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2. **Talk Time:** During Talk Time (synchronous meeting via video conferencing) we will discuss questions and comments presented by course participants and instructors. Participants will receive 5 points for each of the **Talk Time** sessions. In these sessions, we are looking for your active participation and thoughtful engagement. There will be 5 **Talk Times** in all; you should plan to participate in at least 4 of these synchronous sessions. (**20 points total; 5 points each session**)
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3. **Student Profile and Tool Kit:** The **Learner Profile and Toolkit** is a cumulative assignment that begins by creating a student profile in Module 1, incrementally adding personalized tools and strategies drawn from each subsequent module. Each module's portion of the Learner Profile/Toolkit will be graded (**30 points total; 5 points each section**)

Profile/Toolkit sections may be posted, with student's permission, on the course Canvas site to serve as a resource for other course participants.



4. **Academic Strategies Implementation Project:** This is the final project of the course, and is intended to be relevant to your current or future professional role. The goal of this assignment is to apply the cumulative knowledge from this course to create an item of value to you in your job. Examples of the final project include: (1) a presentation slides, YouTube video, text document, or other format

intended for students, parents, or professional colleagues (2) a sample lesson plan with a specific intervention, (3) a tip sheet for parents at your institution, (4) a student guide for using a specific academic support strategy (5) student orientation program or workshop sequence for addressing EF challenges, (6) a case study based on your Learner Profile and Toolkit, or other project of your choice. Please consult with the instructor about your choice of projects no later than Module 6.

Projects may be posted, with student's permission, on the course Canvas site to serve as a resource for other course participants.

This assignment must be completed by the end of the course **on 12:00 AM EST on February 4. (20 points)**



Course Grading

The final course grade will be distributed as follows:

Assignments	Points	Percentage of Final Grade
Talk Time (4 @ 5 points each)	20	20%
Warm Ups (6 @ 5 points each)	30	30%
Student Profile and Tool Kit	30	30%
Academic Strategies Implementation Project	20	20%
TOTAL	100	100%

Final letter grades for this course are determined based on the following scale:

A 95-100

A- 90-94

B+ 85-89

B 80-84 – Need at least an 80 to be eligible for graduate credits

B- 75-79

C 70-74