

EDSP 505

Executive Function and Autism Spectrum
Disorder

Instructor: Robin Greenfield, Ph.D.

Number of Professional Development Graduate Credits: 1

Course Location: This is an online course using the Idaho Training Clearinghouse Learning Management System (LMS) at the Center on Disabilities and Human Development at the University of Idaho. There are no face-to-face classes. The web link for the LMS is:

<http://www.idahotc.com/lms>

Contact Information

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Technical Assistance

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Course Description

Session 1: Executive Function Skills

This session will define executive function skills and the importance of developing them for students with ASD. The multiple aspects of executive function skills that impact home, community, and employment will be discussed as well as the challenges that impact students with ASD.

Session 2: Abilities and Interventions

This session will discuss the importance of assessing and recognizing student abilities and matching strategies to student needs. Current evidence-based strategies will highlight social, communication, self-regulation, sensory, and academic interventions that teachers can implement to help a student be successful.

Session 3: The Hidden Curriculum

This session will provide an overview of the “Hidden Curriculum” – social rules that are assumed to be known but must be taught to students with ASD. The presenter will include practical tips for teaching these hidden social needs and importance of planning as a foundation for student success.

University of Idaho Learning Outcomes

1. Learn and integrate

Through independent learning and collaborative study, attain, use, and develop knowledge in the arts, humanities, sciences, and social sciences, with disciplinary specialization and the ability to integrate information across disciplines.

2. Think and create

Use multiple thinking strategies to examine real-world issues, explore creative avenues of expression, solve problems, and make consequential decisions.

3. Communicate

Acquire, articulate, create and convey intended meaning using verbal and non-verbal methods of communication that demonstrate respect and understanding in a complex society.

4. Clarify purpose and perspective

Explore one’s life purpose and meaning through transformational experiences that foster an understanding of self, relationships, and diverse global perspectives.

5. Practice citizenship

Apply principles of ethical leadership, collaborative engagement, socially responsible behavior, respect for diversity in an interdependent world, and a service-oriented commitment to advance and sustain local and global communities.

Specific Course Objectives Related to Above Learning Outcomes:

At the conclusion of this course, participants will:

- Define executive function as its relation to autism spectrum disorders
- Describe how executive function impacts students with ASD in home, school, and community settings
- Identify interventions that can be used to teach and support executive function
- Describe evidence-based strategies for learners with ASD
- Describe how to match strategies to learner needs

Graduate Credit Course Requirements

1. Participation: Participants are required to log into/attend the full period (2 hours) of all webinars in this series.
2. Quizzes: All quizzes must be submitted through the Idaho Training Clearinghouse LMS. <http://www.idahotc.com/lms>
3. Survey: Participants are required to complete a course satisfaction survey.
4. Final assignment: A written assignment (requirements listed below) must be submitted through the Idaho Training Clearinghouse LMS.

Note: There are no outside readings or materials required for this course. Handouts for each webinar session are located in the course site at the Idaho Training Clearinghouse LMS.

Quizzes

All quizzes must be completed on the Idaho Training Clearinghouse Learning Management System on the date(s) specified in the course site. Students must earn an 80% score on each quiz to pass the course. Quizzes can be retaken until passed.

Quiz 1 (20 points)

Quiz 2 (20 points)

Quiz 3 (20 points)

Final Assignment

Final Assignment (10 points)

Now having spent three sessions learning about the executive function challenges experienced by learners with autism spectrum disorder (ASD) and other disabilities and about the interventions that support their skill development and functioning in various environments, consider how executive function skills impact adults at home, at work, and in the community. Write a two page paper on the ramifications for adults if they are not taught executive function skills when they are young. Address executive function areas in all three environments – at home, at work, and in the community.

Grading Policy

This is a Pass/Fail course.

1. Participants must earn an 80% score on each quiz to pass the course. Quizzes can be retaken until passed.

2. Credit participants must also earn an 80% (8/10 points) on the final written assignment to pass the course.
3. Participants must complete the online course satisfaction survey.

Academic Integrity

The University of Idaho has as one of its core values the ideal of academic honesty and integrity. University of Idaho students live and work in a collegiate community which emphasizes their responsibility for helping to determine and enforce appropriately high standards of academic conduct. The faculty of the University of Idaho expects all students to adhere to the highest standards of academic honesty, and to refrain from any action which infringes upon academic freedom of other members of the academic community. Please refer to the University of Idaho - Student Code of Conduct Article II-Academic Honesty.

Condensed Policy of Nondiscrimination

The University of Idaho has a policy of nondiscrimination on the basis of race, color, religion, national origin, sex, age, sexual orientation, disability, or status as a Vietnam era veteran. This policy applies to all programs, services, and facilities, and includes, but is not limited to, applications, admissions, access to programs and services, and employment. Such discrimination is prohibited by titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Vietnam Era Veterans' Readjustment Assistance Act of 1974, the Age Discrimination Act of 1975, the Pregnancy Act of 1978, the Age Discrimination in Employment Act Amendments of 1978, the Americans With Disabilities Act of 1990, the Civil Rights Act of 1991, the Rehabilitation Act Reauthorization of 1992, and other state and federal laws and regulations.

Sexual harassment violates state and federal law and policies of the Board of Regents, and is expressly prohibited, see Faculty Staff Handbook: [3220](#). Retaliation for bringing forward a complaint is prohibited, see [3810](#).

Questions or concerns about the content and application of these laws, regulations or University policy may be directed to the Director, Human Rights Access and Inclusion (885-4285); Coordinator of Disabled Student Services (885-6307); Idaho Commission on Human Rights (208-334-2873); Regional Office for Civil Rights, U.S. Department of Education in Seattle (206-220-7900); Equal Employment Opportunity Commission, Seattle District Office (206-220-6883); or Seattle Regional Office of Federal Contract Compliance Programs, U.S. Department of Labor (206-398-8000). Complaints about discrimination or harassment should be brought to the attention of the Human Rights Compliance Office (885-4285 or hrai@uidaho.edu).