EDSP 505

Why Aren’t You Paying Attention (WAYPA): The Interaction of Posture and Executive Function of Attention

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Assistant: Nick Stallings

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

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Course Description

Session 1: The Dynamical Systems Framework
This session will provide a background on the approach to explaining behaviors through the interactions between the biological systems of the developing child and the context in which they live and play (environment and task). The session will also cover the roles of postural control and attention as the foundation for all motor control and its developmental progression.

Session 2: Interaction of Systems
This session will discuss the relevance of the behaviors observed due to the interaction between the two developing systems (postural control and attention) based on research. Examples will be given of how this behavioral interaction is affected by children with physical and attentional disabilities, specifically, children with cerebral palsy.

Session 3: Application
This session will apply knowledge learned in previous sessions using the dynamical systems approach. Discussion will focus on areas such as changing environments and task demands. Participants will see examples of educational settings and strategies to enhance a child’s focus on academic skills but improving postural control and environmental solutions.

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:

- Have a greater understanding of the developing child in a multitasking context based on the knowledge of development of posture and executive attention
- Have a greater understanding of the child with cerebral palsy in a multitasking context based on the knowledge of abnormal development of posture control and executive attention
- Gain an understanding in the application of this knowledge as a tool for modifying a task or the environment for a child’s success in learning and performance

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](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)

After viewing the webinar series, think of two topics that were of particular interest to you in the presentation. Using the Internet (e.g., Google Scholar, [http://scholar.google.com](http://scholar.google.com)), conduct a search (see information below about Boolean searches) for two additional research-based articles that address those topics. Write a 2-3 page paper that includes that following components:
1. The author, title, journal, and year of each article
2. A description of the study conducted and the outcome of the research or; (If the article is not a research study, then write a summary of the main points of the article.)
3. A description of your reaction to the study/article and how it relates to your work.
4. Include your name and title of the course on page 1

About Boolean Searches: A Boolean search is a type of search that allows users to combine keywords with operators such as AND, NOT and OR to further produce more relevant results. For example, a Boolean search could be "hotel" AND "New York". This would limit the search results to only those documents containing the two keywords “hotel” and “New York” as opposed to “hotel” and any other location. You will get more relevant results using Boolean operators. Link to great tip sheet on Boolean search terms and parameters: http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Boolean.pdf

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).