



## COURSE SYLLABUS

**TITLE:** Executive Dysfunction & ADHD & the Processing Disorders

**CREDITS:** 1 graduate credit

### **COURSE DATES:**

1. Enrollment is due the 20<sup>th</sup> of the month prior to the course beginning
2. Courses begin on the 1<sup>st</sup> of each month
3. Registration form due to CMI by the 10<sup>th</sup> of the month in which the course begins
4. Written assignments must be post-marked by the 15<sup>th</sup> of the month following the course start date.
5. The course will be graded on the last day of the month following the course start date.

#### **Example:**

1. Enrollment is due to CMI Education office: December 20
2. Course start date: January 1
3. Registration form due to CMI Education: January 10
4. Written assignments postmarked by: February 15
5. Graded by: February 28

### **CONTACT INFORMATION/MAILING ADDRESS**

**INSTRUCTOR OF RECORD:** Erika Swansen

**GRADUATE CREDIT ADMINISTRATOR:** Dawn Messing

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**METHODOLOGY:** Audio with Course Manual.

**DESCRIPTION, OBJECTIVES & OUTLINE:** This course has media components.

During this course presentation you will:

1. Purchase and view each MEDIA package
2. Purchase and read the required reading
3. Finish and hand in the required assignments
4. Complete and hand in course evaluation

# 1. Executive Dysfunction: Effective Strategies & Interventions for Children & Adolescents

Presented by **Susan Fralick-Ball, Psy.D., MSN**

Format: **Audio CD with manual**

You will be provided with practical, effective and easily adaptable skill building techniques for children and adolescents with executive dysfunction. You will learn the latest evidence-based treatment strategies for behavioral and academic achievement. Learn how you can intervene and help students overcome fear and anxiety when homework is missing, late, incomplete, or just way off-base. Discover how to guide initiation and follow-through with assignments and projects. Help students work through problems with sequential, logical method. Learn classroom strategies to help children and adolescents achieve their full academic and social potentials.

## Objectives

- Explain the neurobiological basis of executive dysfunctions.
- Describe the process of mental control necessary for student success.
- Summarize the 10 primary executive functions.
- Recognize classroom and social manifestations of difficulty with executive dysfunction.
- Identify conditions associated with problems of executive dysfunction.
- Accept and utilize practical guidelines for setting realistic expectations for children with executive dysfunction.
- Add strategies and skill building to your tool chest.

## Outline

- Executive Functioning (EF)
  - Development and Neurophysiology of Executive Functioning
  - Frontal Lobe
  - Amygdala & Control of Emotions
  - Hippocampus & Information Storage & Retrieval
  - Evaluation and Diagnosis
- Understanding the 10 Executive Functions
  - Inhibition of Impulses
  - Sustaining Attention
  - Shifting Attention
  - Emotional Control
  - Initiating Activity
  - Working Memory
  - Planning
  - Organizing of Material
  - Self-Monitoring
  - Time Management
- Executive Functions for Daily Life
  - Role of EF at School
  - Homework Hassles
  - EF in Home and Social Interactions
  - **The Can't vs. Won't Dilemma**
- Conditions Associated with EF
  - ADHD
  - Psychiatric Disorders (Bipolar, OCD, Anxiety, Disruptive Disorders)
  - Autism Spectrum Disorders
  - Pervasive Developmental Disorders
  - Sensory Processing Disorder
  - Learning Disorders
  - **Tourette's Syndrome**
  - Sleep Disorders
- Accommodations, Interventions, Strategies and Skill Building
  - Impulse Control Programs
  - Initiating Productivity
  - Sustaining & Shifting Attention
  - Handling Emotional Meltdowns
  - Circumventing Weakness, Building Upon Strengths
  - Organizational Skills
  - Self-Monitoring
  - Time-Management
  - Self-Help & Academic Help
- Utilizing the Educational System
  - IEPs, FBAs

## Readings

Course Manual

## Assignments

Post-test

## 2. Very Best Treatments for ADHD & The Processing Disorders

Presented by **Susan Fralick-Ball, Psy.D., MSN**

Format: **Audio CD with manual**

By taking this course, you will gain a wide range of concrete, evidence-based skills including assessment of processing and organizational deficits from multiple perspectives and managing symptom overlap among related disorders. You will be able to differentiate Bipolar symptoms from those of ADHD, and by the end of the course, you will know how to avoid common diagnostic errors in executive dysfunction assessment. You will gain knowledge about developmentally appropriate, targeted interventions for the executive dysfunctions associated with ADHD, Sensory Processing Disorder and Central Auditory Processing Disorder.

### Objectives

- Identify executive and organizational deficits across a wide range of childhood and adult disorders.
- Differentiate and describe the processing disorders.
- Implement specific skills for managing school, work and relationship challenges for clients with executive dysfunction.
- Apply techniques for involvement of teachers, family and spouses into your evaluation and treatment regimen.
- Implement a set of strategies clients will use long after treatment is over.
- Acquire a set of tools you can adapt to children and adults with executive dysfunction or everyday time management challenges and mood instability.

### Outline

#### **Making Sense of Executive Dysfunctional Disorders**

- Sensory Processing Disorder, Central Auditory Processing Disorder and ADHD
- Mood dysregulation in Bipolar Disorder and the Executive Disorders
- Is Adult ADHD a separate disorder than Childhood ADHD?
- Master and utilize a neuropsychological model of executive dysfunction
- Avoiding the #1 assessment error

#### **Skills and Strategies for Children and Adolescents**

- Self-talk and self-confidence proficiency for kids
- Distraction-delay education
- Insights into ADHD: Client education & self-monitoring
- Helping parents and teachers choose the best strategies
- Learn to talk so they will listen: Communication with the disorganized child

#### **Adult Skills & Strategies**

- Activity scheduling
- Values & goals clarification strategies for the distracted client
- Quick and effective daily organization
- Moving past procrastination

#### **Tools You Can Use Now**

- Working with symptom overlap among the executive function disorders
- Teacher-friendly classroom worksheets
- Getting to the core: Identifying motivators in the disorganized/distractable adult
- **Creating the 'good-fit' personal organization strategies for clients with executive dysfunction**

### Readings

Course Manual

### Assignments

Post-test  
Course Evaluation

## **CONCEPTUAL FRAMEWORK:**

*The Viterbo University Graduate Studies in Education Program has adopted a Teacher As Reflective Decision Maker Model and the Wisconsin Standards for Teacher Development and Licensure Standards. Each course is designed to contribute to the development of one or more of the WI Standards and if applicable, IRA and/or ISLLC Standards.*

*Franciscan values permeate the program. The focus of every professional education course is on the learning of the PK-12 pupil. Viterbo education courses infuse constructivist practices, use of technology, PK-12 collaboration, awareness of diversity, traditional and authentic assessment, research, and real-world experiences into the professional development of the teacher.*

This course addresses standards: **2, 3, 4, 6**

## **GRADING/METHODS OF EVALUATION:**

Your participation and grasp of concepts are measured by the post-tests. Each question will be worth 2.5 points totaling 207.5 points for the entire course.

<b><u>Grading Scale:</u></b>	A = 90 – 100
	B = 80 – 89
	C = 70 – 79
	Failure – below 70

## **TEXTS AND READINGS:**

1. Executive Dysfunction: Effective Strategies & Interventions for Children & Adolescents – Course Manual  
Presented by Susan Fralick-Ball, Psy.D., MSN
2. Very Best Treatments for ADHD & The Processing Disorders – Course Manual  
Presented by Susan Fralick-Ball, Psy.D., MSN

**BIBLIOGRAPHIES/REFERENCES:** Included in each Course Manual