 FLORIDA ATLANTIC UNIVERSITY	NEW COURSE PROPOSAL Undergraduate Programs		UUPC Approval <u>11-8-21</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department Exceptional Student Education College Education <i>(To obtain a course number, contact erudolph@fau.edu)</i>		
Prefix SLS Number 2202	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i> Lab Code	Type of Course <div style="border: 1px solid red; padding: 2px;">Lecture</div>	Course Title Emotional and Behavioral Control
Credits <i>(Review Provost Memorandum)</i> 2	Grading <i>(Select One Option)</i> Regular <input checked="" type="radio"/> Sat/UnSat <input type="radio"/>	Course Description <i>(Syllabus must be attached; see Template and Guidelines)</i> Students will develop self-regulation strategies that fall under executive functioning and effortful control to support their academic, social, and employment activities. The central focus of this course is to develop skills using strategies that will support students in inhibition, flexibility, and conflict resolution, leading students to a successful college career, as well as success in the work environment. This course is open to all students at FAU.	
Effective Date <i>(TERM & YEAR)</i> Spring 2022	Prerequisites, with minimum grade* Self-Monitoring of Performance and Attention (SLS 2212), with C or better (pre or co)		Corequisites Self-Monitor... Performance and Attention (SLS 2212), (pre or co)
		Registration Controls <i>(Major, College, Level)</i> None	
*Default minimum passing grade is D-. Prereqs., Coreqs. & Reg. Controls are enforced for all sections of course			
WAC/Gordon Rule Course <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See WAC Guidelines .		Intellectual Foundations Program (General Education) Requirement <i>(Select One Option)</i> None General Education criteria must be indicated in the syllabus and approval attached to the proposal. See GE Guidelines .	
Minimum qualifications to teach course Master's degree in Education			
Faculty Contact/Email/Phone Diana Valle-Riestra (dvalleriestra@fau.edu)		List/Attach comments from departments affected by new course All COE departments (see attached)	
Approved by Department Chair <u>Michael Riestra</u> College Curriculum Chair _____ College Dean <u>Alyson Becher</u> UUPC Chair <u>Dan Meeroff</u> Undergraduate Studies Dean <u>Edward Pratt</u> UFS President _____ Provost _____		Date <u>10/18/2021</u> <u>10/21/2021</u> <u>10/21/2021</u> <u>11-8-21</u> <u>11-8-21</u> _____ _____	

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

**Department of Exceptional Student Education
College of Education
Florida Atlantic University**

Instructor:
Phone:
Office Hours:

Office:
E-mail:
Class Day/Time:

Insert
Picture
Here

COURSE NUMBER: SLS 2202

TERM:

CRN:

2 CREDITS

COURSE TITLE: Emotional and Behavioral Control

COURSE DESCRIPTION: Students will develop self-regulation strategies that fall under executive functioning and effortful control to support their academic, social, and employment activities. The central focus of this course is to develop skills using strategies that will support students in inhibition, flexibility, and conflict resolution, leading students to a successful college career, as well as success in the work environment. This course is open to all students at FAU.

INSTRUCTIONAL METHOD: This class is designated as “In-person: Attendance Mandatory.” Class sessions will take place on campus with social distancing protocols. If missing class for a University-approved reason, students must email the instructor before class.

PREREQUISITE or COREQUISITE:

Self-Monitoring of Performance and Attention (SLS 2212).

REQUIRED TEXTS/READINGS: No required text for this class. Readings will be provided by the instructor in class or via Canvas. Selected readings will be provided in multiple formats as appropriate. Please refer to the course schedule for required readings.

REQUIRED MATERIALS AND TECHNOLOGY:

Students will need to have access to a cell phone and a laptop/computer/or a tablet. Your FAU email will be used for communication in this class, so students are expected to check their email daily and respond to emails from the professor.

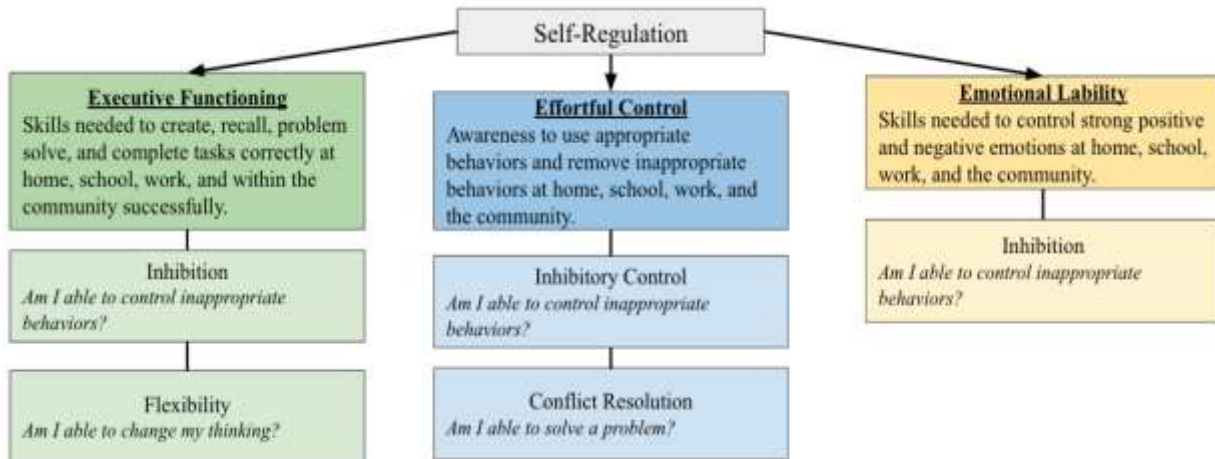


All written materials will be provided by the instructor in class or on Canvas (<https://canvas.fau.edu>). Materials will be provided in multiple formats as appropriate. Please refer to the course schedule for materials.

COURSE OBJECTIVES/STUDENT LEARNING OUTCOMES: At the end of the course, students will be able to:

1. Define self-regulation and state why it is important.
2. Identify personal areas of need regarding self-control and apply useful strategies to strengthen them.
3. Identify and demonstrate use of strategies that can be used in new or unexpected situations or environments.
4. Define perspective-taking and demonstrate the ability to adapt and adjust one's own thinking or behavior.
5. Identify potential challenges associated with taking risks and trying new things and apply strategies that can be used to overcome these challenges.
6. Demonstrate the use of effective conflict resolution strategies.

CONTENT OUTLINE:



COURSE EVALUATION METHOD: Course evaluation will be based on in-class activities, weekly writing prompts, and group project. In-class activities will be based on course content and will focus on self-evaluating pre-existing self-control skills, replacement behaviors, and learned skills. A project will be completed in the form of a group presentation and will require students to utilize what they have learned and apply it to a scenario.

- 1) **Self-Assessments:** Students will complete two (2) self-assessments. One (1) assessment will be rating their Self-control in general, and one (1) assessment will be rating their Flexibility Skills. The Self-control assessment will be done at the beginning of the semester. The Flexibility Skills assessment will be done before that learning unit. Students will complete these self-assessments to identify areas of strengths and identify potential areas of need. **(2 assessments, 5 points each; 10 points total)**
- 2) **Warning Signs and Trigger Identification & Plan:** Students will complete a checklist of warning signs that pertain to them, as well identifying situations that might trigger anger or an inappropriate reaction. Using the information from the checklist, students will create a plan, or list of alternative behaviors, delineating how they will react when presented with a triggering situation. **(10 points)**
- 3) **Conflict Resolution Scenario Group Assignment:** Students will be asked to work in groups assigned by the professor. Each group will be given a scenario that will present a conflict (or a problem) that needs to be worked through and solved. Each group will create a plan, assign roles, and role play for the class. Students will have two (2) class sessions to work on this project. *See rubric.* **(60 points)**
- 4) **In-class Assignments:** Students will have activities/assignments that coordinate with the weekly lesson. Assignments must be completed before leaving class. **(10 points)**

- 5) **Writing Prompts:** Students will receive a total of five (5) writing prompts for homework that they will have to respond to. Responses can be done in 2-5 bullet points, no full sentences or paragraphs required. Responses can be done on paper or via computer. Each written response will be worth two (2) points. **(10 points total)**
- 6) **Attendance and Participation:** Attendance and participation are important. Students are expected to follow the course schedule. If a student is absent from class, it is his/her responsibility to obtain the information missed and be prepared for the next class session. **(10 points)**

Assignment	Possible Points	Earned Points
Self-Assessments - Self-control - Flexibility	10 (5) (5)	
Warning Signs and Trigger Identification & Plan	10	
Conflict Resolution Group Assignment	60	
Writing Prompts (n=5)	10	
Attendance and Participation	10	
TOTAL	110	

COURSE GRADING SCALE: Final grades will be calculated by adding together the total number of points obtained on each assignment and converting to percentage. Grades will be determined using the following grading scale:

A =93-100
B- =80-82
D+=67-69

A- =90-92
C+=77-79
D =63-66

B+=87-89
C =73-76
D-=60-62

B =83-86
C-=70-72
F =Below 60

COURSE SCHEDULE FOR SEMESTER

WEEK/ DATE	TOPICS	READINGS & ASSIGNMENTS
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1 <i>Insert date</i>	Introduction into Self-Regulation	- https://iris.peabody.vanderbilt.edu/module/srs/cresource/q1/p01/#content
2 <i>Insert date</i>	Self-Control: What is it and am I good at it? What do I need to improve?	- Self-Control Assessment
3 <i>Insert date</i>	Self-Control: Signals, Warning Signs, and Triggers <ul style="list-style-type: none"> - the feeling of losing control - what does it feel like, what does it look like 	- Knowing When You Lose Control - Writing Prompt #1
4 <i>Insert date</i>	Self-Control: How to Prevent Losing Control <ul style="list-style-type: none"> - prevention strategies - alternate behaviors 	- How to Prevent Losing Control - List of Alternative Behaviors/Actions/Choices
5 <i>Insert date</i>	Flexibility: What is it? <ul style="list-style-type: none"> - Self-Reflection 	- Flexibility Self-Assessment - Writing Prompt #2
6 <i>Insert date</i>	Flexibility: Dealing with Change <ul style="list-style-type: none"> - big changes - little changes - our reactions 	- https://www.youtube.com/watch?v=o4yE6BidJCM
7 <i>Insert date</i>	Flexibility: Handling Frustration <ul style="list-style-type: none"> - things not going to plan - being stressed 	- Writing Prompt #3
8 <i>Insert date</i>	Flexibility: Solving Problems <ul style="list-style-type: none"> - coming up with solutions and the best way to get there 	- Group discussion: <i>As a group, come up with three (3) examples of problems that someone might face at school, work, or in a social setting. With partners, brainstorm ways to solve the identified problems. Share with the class.</i>
9 <i>Insert date</i>	Flexibility: Considering Others' Perspectives <ul style="list-style-type: none"> - different points of views - different feelings, thoughts, and actions 	- Writing Prompt #4 - https://www.youtube.com/watch?v=tqz7UcCgbLA
10 <i>Insert date</i>	Flexibility: Trying New Things <ul style="list-style-type: none"> - benefits of trying new things 	- https://www.youtube.com/watch?v=iZHXNrIWOPg

	<ul style="list-style-type: none"> - taking risks - balancing benefits and risks 	<ul style="list-style-type: none"> - Reflection: <i>What did you learn in the short video? What surprised you? Have you ever tried something new? Something that scared you?</i>
11 <i>Insert date</i>	Conflict Resolution: How to Handle Conflict	<ul style="list-style-type: none"> - Writing Prompt #5 - Start video at 1:30: https://www.youtube.com/watch?v=KY5TWVz5ZDU
12 <i>Insert date</i>	Conflict Resolution: How to Make a Plan to Resolve Conflict	<ul style="list-style-type: none"> - https://www.youtube.com/watch?v=r4xPwhcnS-Q
13 <i>Insert date</i>	Group Scenario Workshop	<ul style="list-style-type: none"> - Actively Collaborate with Assigned Group
14 <i>Insert date</i>	Group Presentations	<ul style="list-style-type: none"> - Presentations - Group Debriefing

Name: _____

Date: _____

Self-Control Self-Assessment

Directions: Evaluate or determine your current self-control skills by scoring the statements using the scale provided.

Statements	Always (2)	Sometimes (1)	Never (0)
I can control my emotions in difficult situations.			
I keep my thoughts to myself when it's not the right time to share them.			
My emotions and feelings don't get in the way when completing tasks.			
I <u>don't</u> take feedback and constructive criticism personally.			
When I am angry, I can stop myself from saying or doing something inappropriate.			
I make positive choices when I am angry or upset.			
I think before I act.			
I think about other people's feelings before saying things.			
I make good decisions when I am in a difficult situation.			
I don't get angry when I can't have things my way.			
I don't get angry or anxious when I can't satisfy my desires.			
I consider how negative comments can make other people feel.			
I can stop myself from engaging in bad/inappropriate behaviors.			
I consider the consequences before acting.			
I filter my thoughts in order to avoid hurting people's feelings.			
Total: _____			
<p>SCORING YOUR ASSESSMENT- Use the following rubric to assess your current self-control skills. 25-30 points - You have <i>excellent</i> self-control skills. This is a significant area of strength. 19-24 points- You have <i>some</i> strong self-control skills, but you need to work on developing your skills. 10-18 points- You have <i>basic</i> skills in controlling your emotions and behaviors and need to work on strengthening and developing your skills further. 1-9 points- Your self-control skills <i>need to be improved</i>. This is a significant area of weakness.</p>			

Name: _____

Date: _____

All About Flexibility

What is Flexibility?

Flexibility is the skill that allows us to adapt to new situations and deal with changes. It includes handling frustration and being able to think on our toes when we need to solve a problem at the last minute. It also helps us learn new ways of doing things.

Directions: Rate yourself on a scale of 1-3 (see below) on how flexible you are by marking the correct box.

Statement	Never	Sometimes	Always
1. I am open and willing to try new learning strategies.			
2. I can “go with the flow” even when things don’t go my way.			
3. I can think of solutions when problems arise.			
4. I consider other people’s perspectives.			
5. I can deal with changes, whether they are big or small.			
6. I take risks and try new things.			

How do you think you can improve your flexibility skills?

Writing Prompts

To access the writing prompts, click the link:

<https://docs.google.com/presentation/d/1oPeQWLnZlShTbkn5a4SI5nHaTOTA7YLCnNauqZhtpJ4/edit?usp=sharing>

Instructors can choose which prompt they would like to use per week.

****Note: If using this on Google Drive:****

Instructors, please make a COPY before either using this, editing this, printing this, or sending out to students.

How to make a copy:

- 1) Click the link
- 2) Click “File”
- 3) Click “Make a Copy”
- 4) Rename to whatever you want and save it to the folder you want in your Google Drive.
- 5) Click “OK”

If you would like to

****Note: If you want to use this as a Microsoft Word Document or a PDF****

Instructors, please download this before either using this, editing this, printing this, or sending out to students.

How to download as a Microsoft word document:

- 1) Click the link
- 2) Click “File”
- 3) Click “Download”
- 4) Click “Microsoft Word Doc”

Name: _____

Date: _____

Knowing When You Lose Control

Identify Your Signals

When people get mad, frustrated or upset, they almost always have signals that indicate they are over the emotional edge. Being able to identify these signals early can help you get your emotions back in check.

Common Warning Signs

When feeling anger coming on, it's very common to have some standard warning signals.

Directions: Put a check next to each signal you feel when you start to get angry or frustrated.

- Face feels hot
 - Face turns red
 - Mind goes blank- hard to think
 - You get very quiet
 - Begin crying
 - Clench (tighten) fists
 - Clench (tighten) jaw
 - Heavy breathing
 - Start sweating
 - Feel a headache starting
 - Stomach feels sick
 - Other (write below)
-



Name: _____

Date: _____

Knowing When You Lose Control

Your Triggers

It is helpful to know what situations trigger, or set off, your anger. Some things that might make you feel angry or frustrated are: when things don't go according to plan, being yelled at, being told what to do, feeling ridiculed, or being lied to.

Directions: Identify some of your triggers for feeling angry or frustrated below. Then, rate them from 1 to 10 with 1 being the smallest trigger and 10 being a major trigger that sets you off right away.

Triggers:	Ratings:
-----------	----------

	1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____
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Name: _____

Date: _____

Preventing Losing Control

Make a Plan

You have identified warning signs that let you know you are getting mad, angry, frustrated, or overwhelmed and you identified situations that can potentially set you off. Now that you know these things about yourself and have documented them, you can plan for how to handle them in the future.

Directions: Fill in the if/then/instead statements below using the situations you identified as being triggers for the “if” line and a strategy you can do when that situation comes up for the “then” line. The “instead of” line represents your old behavior, what you used to do if a certain situation happened.

Example:

If I get a bad grade on my assignment, then I will email my professor requesting a meeting to discuss how I can do better, instead of crying and giving up.

1. If _____, then I will _____
_____, instead of
_____.
2. If _____, then I will _____
_____, instead of
_____.
3. If _____, then I will _____
_____, instead of
_____.
4. If _____, then I will _____
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5. If _____, then I will _____
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6. If _____, then I will _____
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7. If _____, then I will _____
_____, instead of
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8. If _____, then I will _____
_____, instead of
_____.
9. If _____, then I will _____
_____, instead of
_____.

10. If _____, then I will _____
 _____, instead of
 _____.

Conflict Resolution Group Assignment Rubric

Group Members:		Scenario #:	
	Not Meeting 0-5	Meeting 6-10	Exceeding 11-15
Plan	<p>The group did not create a plan or created a plan that did not appropriately address the conflict.</p> <p>The group created a plan that attempted to address the conflict, however, did not use a resolution strategy.</p>	<p>The group created a plan that addressed the conflict appropriately, using at least one (1) resolution strategy.</p>	<p>The group created a plan that addressed the conflict appropriately, using various resolution strategies.</p>
Resolution	<p>The resolution was not appropriate for the conflict scenario.</p> <p>The resolution was not realistic.</p> <p>The group did not</p>	<p>The resolution was appropriate for the conflict scenario and realistic.</p> <p>The group adequately demonstrated the resolution in action.</p>	<p>The resolution was appropriate for the conflict scenario and realistic.</p> <p>The group effectively demonstrated the resolution in action.</p>

	demonstrate an effective resolution.		
Collaboration	<p>The group did not work well together</p> <ul style="list-style-type: none"> - struggled coming up with a plan - had multiple issues throughout in-class group work (5 or more) 	<p>The group worked adequately together</p> <ul style="list-style-type: none"> - came up with a plan - had limited issues throughout in-class group work (4 or less) 	<p>The group worked very well together</p> <ul style="list-style-type: none"> - came up with an effective plan - no issues throughout in-class group work
Role Play (Presentation)	<p>The group was not prepared</p> <ul style="list-style-type: none"> - presentation had three (3) or more errors - not all group members were involved in the presentation - not well practiced - difficult to follow 	<p>The group was prepared</p> <ul style="list-style-type: none"> - presentation had two (2) or less errors - some group members were involved in the presentation - was fluid and well-rehearsed 	<p>The group was very prepared</p> <ul style="list-style-type: none"> - presentation had no errors - all group members were involved in the presentation - was fluid and well-rehearsed
Total Points (60)			

Conflict Resolution Scenarios

Click the link to access the conflict resolution scenarios (anyone with an FAU email can open):

<https://docs.google.com/presentation/d/1PQzbnvvGF4uguz8UBXDiNxn41IkcWEkLJPxJWJmuUos/edit?usp=sharing>

Note: If using this on Google Drive:

Instructors, please make a COPY before either using this, editing this, printing this, or sending out to students.

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- 5) Rename to whatever you want and save it to the folder you want in your Google Drive.
- 6) Click “OK”

If you would like to

Note: If you want to use this as a Microsoft Word Document

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How to download as a Microsoft PPT:

- 1) Click the link
- 2) Click “File”
- 3) Click “Download”
- 4) Click “Microsoft PPT Doc”

POLICIES AND PROCEDURES

ATTENDANCE POLICY STATEMENT:

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

DISABILITY POLICY STATEMENT:

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS) CENTER:

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

CODE OF ACADEMIC INTEGRITY POLICY STATEMENT:

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any

other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

VIRTUAL LEARNING EXPECTATIONS FOR STUDENTS:

The Department of Exceptional Student Education (ESE) strives to create a safe, secure and productive learning environment where students, faculty, and staff can work together confidently and in mutual respect. To encourage the active participation and success of our students in virtual learning class sessions, we the ESE faculty and staff require that students adequately prepare, fully engage, and demonstrate proper etiquette during class sessions conducted via videoconferencing (e.g., Zoom, Webex).

Preparing for Virtual Class Sessions. Technology can simultaneously be our friend and foe. Thus, it is best to prepare and test your equipment and connection prior to class-time by doing the following:

§ **Test your video and audio.** Begin testing your video, audio, and WiFi connection 5-10 minutes prior to class session start time. This can be done at: zoom.us/test.

§ **Connect via a stable, high-speed WiFi signal.** You are expected to connect via stable, high speed WiFi, rather than 3, 4 or 5G connections. Videoconferencing works more consistently and better (e.g., fewer freezing and dropped connections) when connected via a stable, high-speed WiFi signal.

§ **Use a desk or laptop computer with a webcam.** Videoconferencing can be conducted via Apps or browser on cellular telephone or tablet devices, but to avoid technical difficulties, have access to all features of the videoconferencing software, and adequately view shared screens, you are expected to use a desk or laptop computer to access virtual learning class sessions.

During Virtual Class Sessions. In virtual learning class sessions, we seek to simulate the face-to-face experience to the best of our ability, thus the following requirements are in effect for learning environments during virtual learning class sessions:

§ **Turn on your video, adjust your camera, and look at the camera.** Connect with your video enabled, your camera at eye level and positioned so that natural or artificial light is facing you (i.e., coming from behind your monitor). Wear professional attire, meaning, no PJs, revealing or inappropriate or clothing with obscene logos, text, etc.

§ **Mute your audio unless you are speaking.** Reduce or eliminate background noise and unmute to communicate often/as needed to the class session.

§ **Utilize a quiet, distraction-free environment.** Use a simple, quiet, distraction-free space to fully engage in the class' activities. Sit at a desk/table to maintain the camera at eye level. During the virtual class session, you should engage in class activities *exclusively* and no additional activities.

Virtual Learning Etiquette. Here are some general rules for courtesy/engagement in virtual class sessions conducted via videoconferencing:

§ **Limit distracting actions.** Limit eating, drinking, unnecessary movement, and other distractions (e.g., people, pets, music or TV/background noise) during the virtual class session. These actions may distract you, the instructor, and others.

§ **Try not to multitask.** Give your full attention and participation during the class session. Engaging in multitasking (e.g., browsing other windows, online shopping, texting, working on other tasks) significantly limits your engagement and interaction.

§ **Arrive on time and remain until the end.** Begin connecting 5-10 minutes prior to class start time to allow time to test your connection and set up your virtual learning environment. If you lose connection, re-connect promptly.

§ **Engage Appropriately and adhere to the University Honor Code.** Respect the rights of yourself and other learners in the virtual class session by participating in ways that convey consideration and respect. It is not acceptable to use obscene, profane, threatening, or disrespectful language – both written and verbal. (e.g., while using “chat” feature or speaking to the group or individuals). Adherence to FAU's [Code of Academic Integrity](#) is required within virtual learning environments as well.

§ **Recording Sessions.** Respect the intellectual property and other rights of the course instructor and your peers in the virtual class session. Recording, screen capture, or creation of any permanent product(s) of the course session (for private or public use) is only allowed with the expressed permission of the instructor.



Instructions: Complete the section below indicating that you have read, understand, and will adhere to the principles and guidelines outlined above for engaging in class sessions conducted via videoconferencing (e.g., Zoom, Webex).

Student Name

Student Signature

Instructor Name

Course Prefix, Number, and Title

Date

BIBLIOGRAPHY

- Fisk, J. E. & Sharp, C. A. (2004). Age-related impairment in executive functioning: Updating, inhibition, shifting, and access. *Journal of Clinical and Experimental Neuropsychology*, 26(7), 874-890.
- Liew, J. (2012). Effortful control, executive functions, and education: Bringing self-regulatory and social-emotional competencies to the table. *Child Development Perspectives*, 6(2), 105-111.
- Neuenschwander, R., Röthlisberger, M., Cimeli, P., & Roebbers, C. M. (2012). How do different aspects of self-regulation predict successful adaptation to school? *Journal of Experimental Child Psychology*, 113, 353-371.
- Rosello, B., Berenguer, C., Martínez Raga, J., Baixauli, I., & Miranda, A. (2020). Executive functions, effortful control, and emotional lability in adults with ADHD: Implication for functional outcomes. *Psychiatry Research*, 293. <https://doi.org/10.1016/j.psychres.2020.113375>
- Rothbart, M. K., & Bates, J. E. (2006). Temperament in children's development. In W. Damon, R. Lerner, & N. Eisenberg (Eds.), *Handbook of child psychology, Sixth edition: Social, emotional, and personality development* (Vol. 3). New York: Wiley.
- Wandler, J., & Imbriale, W. J. (2017). Promoting undergraduate student self-regulation in online learning environments. *Online Learning* 21(2). doi: 10.24059/olj.v21i2.881
- Zhou, Q., Chen, S. H., & Main, A. (2012). Commonalities and differences in the research on children's effortful control and executive function: A call for an integrated model of self-regulation. *Child Development Perspectives*, 6(2), 112-121.