

ALTW 403B: EXECUTIVE SKILLS

Foothill College Course Outline of Record

Heading	Value
Effective Term:	Fall 2026
Units:	0
Hours:	24 lecture per quarter (24 total per quarter)
Degree & Credit Status:	Non-Degree-Applicable Non-Credit Course
Foothill GE:	Non-GE
Transferable:	None
Grade Type:	Non-Credit Course (Receives no Grade)
Repeatability:	Unlimited Repeatability

Student Learning Outcomes

- Students will identify and apply a structured goal-setting framework (e.g., SMART goals) to create and track one personal, academic, or career goal
- Students will demonstrate the use of at least two emotional regulation strategies (e.g., mindfulness, grounding techniques) to manage frustration or stress in academic or personal situations
- Students will practice self-monitoring by tracking a daily or weekly habit, identifying patterns, and adjusting behaviors to improve task follow-through
- Students will apply a problem-solving model to analyze a real-life challenge, propose solutions, and reflect on the outcome

Description

This open-entry, open-exit course supports students in the Tools for Transition & Work program as they develop core executive functioning skills essential for independence and personal success. Through instruction in goal-setting, emotional regulation, impulse control, and problem-solving, students will enhance their ability to plan, adapt, and make informed decisions. Emphasis is placed on developing practical strategies for self-management and resilience in academic, professional, and everyday life situations.

Course Objectives

The student will be able to:

1. Set and track personal, academic, and career goals using structured goal-setting techniques.
2. Apply emotional regulation strategies to manage frustration, stress, and impulsivity.
3. Develop self-monitoring techniques to recognize and adjust behaviors that impact productivity and relationships.
4. Utilize problem-solving frameworks to assess situations and make informed decisions.
5. Implement strategies for task initiation, persistence, and completion to improve follow-through on responsibilities.

Course Content

1. Goal-setting and tracking
 - a. Identifying meaningful goals
 - i. Distinguishing between short-term and long-term goals
 - ii. Setting realistic and achievable objectives
 - b. Structuring goals using frameworks
 - i. Using SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals
 - ii. Breaking goals into manageable steps
 - c. Tracking progress and making adjustments
 - i. Using journals, planners, or digital tools to monitor progress
 - ii. Adapting goals based on progress and changing circumstances
2. Emotional regulation and impulse control
 - a. Recognizing emotions and triggers
 - i. Identifying personal stressors and emotional triggers
 - ii. Understanding how emotions impact decision-making
 - b. Coping strategies for emotional regulation
 - i. Practicing mindfulness and relaxation techniques
 - ii. Using structured strategies (e.g., STOP method, grounding techniques)
 - c. Managing impulsivity and frustration
 - i. Delaying immediate reactions to make thoughtful decisions
 - ii. Using self-talk and visual reminders to improve impulse control
3. Self-monitoring and behavior adjustment
 - a. Understanding personal habits and patterns
 - i. Identifying strengths and challenges in self-management
 - ii. Recognizing distractions and procrastination tendencies
 - b. Developing accountability systems
 - i. Using checklists, timers, and progress trackers
 - ii. Seeking support from peers, mentors, or accountability partners
 - c. Adjusting behaviors for better outcomes
 - i. Practicing reflection and self-assessment
 - ii. Making small, consistent changes to improve habits
4. Problem-solving and decision-making
 - a. Analyzing problems and potential solutions
 - i. Identifying problems clearly and separating facts from emotions
 - ii. Brainstorming possible solutions and weighing pros/cons
 - b. Decision making frameworks
 - i. Applying structured approaches (e.g., DECIDE, STAR, or 5-step problem-solving models)
 - ii. Practicing decision-making through real-world scenarios
 - c. Handling setbacks and unexpected challenges
 - i. Learning from mistakes and adjusting strategies
 - ii. Building resilience and adaptability
5. Task initiation, persistence, and completion
 - a. Overcoming procrastination and starting tasks
 - i. Using activation strategies (e.g., 5-minute rule, external motivation)
 - ii. Recognizing and addressing avoidance behaviors
 - b. Maintaining focus and persistence
 - i. Using structured work intervals (e.g., Pomodoro technique)
 - ii. Developing self-rewards and motivators to sustain effort

- c. Completing tasks and following through
 - i. Reviewing and reflecting on completed tasks
 - ii. Developing a personal system for task completion and accountability

Lab Content

Not applicable.

Special Facilities and/or Equipment

Accessible classroom or internet access with Zoom-capable computer, monitor and speakers.

Method(s) of Evaluation

Methods of Evaluation may include but are not limited to the following:

Class participation

Method(s) of Instruction

Methods of Instruction may include but are not limited to the following:

Individualized instruction

Work in groups

Representative Text(s) and Other Materials

No course materials.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

Not applicable.

Discipline(s)

Developmental Disabilities: Disabled Students Programs and Services
OR Specialized Instruction (Disabled Student Programs and Services):
Vocational Noncredit OR Specialized Instruction (Disabled Student Programs and Services): Noncredit