

Welcome to Your Online Course!

Syllabus

Course Name	ADHD: Focusing, Learning, Teaching
Course Number	LE 5027

NOTE: This syllabus is an **outline** of the course requirements and is subject to change; the coursework will be completed and submitted in the online environment where you will have full access to a variety of media, links, and other online tools required to satisfactorily complete this course.

Course Description:

Are you seeking strategies for teaching students with ADHD how to be successful in the classroom? This course will shed light on the questions and issues with which you likely struggle the most, and help you better meet the needs of students with ADHD in your classroom. Explore such issues as executive functions, instructional strategies, methods for increasing appropriate behaviors, treatments, modifications and accommodations for students with ADHD.

ADHD: Focusing, Learning, Teaching is 3 graduate credits and offered in either a print-based or an online course format. This course is designed for teachers and school personnel seeking relicensure, recertification or salary advancement.

Goals and Objectives: Upon completion of this course, participants will be better prepared to:

- Reflect on assumptions and insights of practitioners, researchers and self, specific to research on ADHD and students with ADHD, in professional practice.
- Gain a deeper understanding of executive functions and ADHD characteristics at various developmental levels
- Explore research-based interventions and treatments for ADHD
- Design a behavior management plan to incorporate reinforcers for targeted behaviors
- Improve instructional strategies for a direct impact on students with ADHD
- Implement accommodations, modifications, and supports in the classroom
- Craft a multi-sensory lesson plan to address a variety of learning modalities
- Design an “ADHD-friendly” environment

Required Text/Articles:

Text(s): Rief, S. (2015). *The ADHD book of lists: A practical guide for helping children and teens with attention deficit disorders, 2nd edition*. San Francisco, CA: Jossey-Bass.

Article: Huerta, Merle (2015). Bridging the ADHD Gap. *Edutopia*. Retrieved from <http://www.edutopia.org/blog/bridging-the-adhd-gap-merle-huerta>

Knowledge Base: The knowledge base of this course, in part, is affirmed in the writing and research of these references:

Barkley, Russell A. (2016). *Managing ADHD in school: the best evidence-based methods for teachers*. Eau Claire: PESI Publishing and Media.

Baum, S., Schader, R., Owen, S. (2017). *To be gifted and learning disabled: Strength-based strategies for helping twice-exceptional students with LD, ADHD, and more*. Waco, TX: Prufrock Press.

Cannon, L., et al. (2018). *Unstuck and on target!: A school based curriculum to support executive functioning skills*. Baltimore, MD: Brookes Publishing.

Centers for Disease Control and Prevention. (n.d.). Attention-deficit/hyperactivity disorder. Retrieved from www.cdc.gov/ncddd/adhd

Children and Adults with Attention-Deficit/Hyperactivity Disorder (ADHD). (n.d.-b). Understanding ADHD: Symptoms and causes. Retrieved from www.chadd.org/Understanding-ADHD/Parents-Caregivers-of-Children-with-ADHD/Symptoms-and-Causes.aspx

Emmerson, J., Yehling, R. (2017). *Beyond ADHD: Overcoming the label and thriving*. Lanham, MD: Rowman and Littlefield.

National Institute of Mental Health. (n.d.). Attention deficit hyperactivity disorder. Retrieved from www.nimh.nih.gov/health/topics/attention-deficit-hyperactivity-disorder-adhd/

Nigg, J. (2017). *Getting ahead of ADHD: What next-generation science says about treatments that work – and how you can make them work for your child*. New York, NY: Guilford Press.

Shankman, P., Hallowell, E. (2017). *Faster than normal: Turbocharge your focus, productivity, and success with the secrets of the ADHD brain*. New York, NY: TarcherPerigree

Rubric

Each component of your course has been designed by our team to help you learn new concepts/skills, stay up to date in the field, reflect on your professional practice and apply new ideas in your classroom.

	Below Target Performance	B Grade = Target Performance	A Grade = Outstanding Performance Work meets all "B" requirements AND...
Read and Respond	Work will be returned to student for resubmission.	Writes using correct grammar, spelling, word usage, and mechanics. Each paragraph is clearly organized. Responds thoroughly and completely addresses all question components. Summarizes or paraphrases key concepts from readings accurately. Please respond in one paragraph or more for each question unless otherwise noted.	Makes inferences and draws conclusions to support improvement in professional practice. Supports answers with life experiences and/or expertise when applicable.
Applications	Work will be returned to student for resubmission	Writes using correct grammar, spelling, word use, and mechanics. Each paragraph is clearly organized. Responds thoroughly and completely addresses all assignment components. Demonstrates an accurate understanding of theories, concepts and/or strategies presented in the course. Applies new knowledge and skills to professional practice.	Customizes approach to the application ensuring the greatest impact for intended audience. Predicts and/or evaluates effectiveness of new strategies. Shows creativity and innovation in applying concepts to professional practice. Creates application materials or products, when required, that are polished and ready to use.

Resources	Work will be returned to student for resubmission	Writes using correct grammar, spelling, word use, and mechanics. Each paragraph is clearly organized. Summarizes the main ideas presented in the resource. Explains how the information could impact one's professional practice.	Relates authors' opinion from resources to course content. Analyzes information critically from resources (ask questions, looks for gaps in information, disputes contradictions, etc.)
Reflection	Work will be returned to student for resubmission	Responds thoroughly and completely addresses the reflection prompt(s) in a multi-paragraph format. Writes using correct grammar, spelling, word use, and mechanics. Each paragraph is clearly organized. Examines personal practices, beliefs, biases, stereotypes, preconceptions, and/or assumptions. Includes ideas presented and insights gained throughout the course. Reflect and let us know your thoughts and opinions in 2 double-spaced pages, or more.	Shares ideas for changes in one's professional practice based on reflection. Supports responses with examples, evidence or logic. Identifies opportunities for new and future learning in the topic area.

Module 1

1. Read and Respond: *Understanding ADHD and Behavior Management*

After reading Sections 1 and 2 in the course text, please respond in one paragraph or more for each question unless otherwise noted.

- Write a brief paragraph describing your understanding of ADHD and your experiences with working with students with ADHD. For example: student characteristics/symptoms, interventions used, etc.
- Describe the relationship between ADHD and executive function.
- We can't forget about the positive traits of children, teens, and adults with ADHD! Review the list of positive characteristics in Section 1. Describe one action you can take, in your professional role, to highlight and focus on the positive traits of children with ADHD.
- Rewards for positive reinforcement can be a controversial topic among educators. Explain your philosophy regarding rewards to assist in changing behavior.

2. Application: *Executive Function Impairment Simulation*

Please complete one of the following options

Option 1: Simulation Activity

Take the opportunity to hear from a child struggling with executive function impairment, and experience what it is like, through a simulation activity.

Step 1: Click on this link

Step 2: Click on the yellow 'Experience It' button

Step 3: Personalize your experience by selecting a grade level relevant to your educational role, then select an area(s) of struggle (reading, writing, math, attention, organization).

Step 4: Click 'Get Started' to hear from a child who has learning and attention struggles. Then you'll do a simulation activity to experience how it feels. Last, an expert will explain what it all means.

After completing the steps above, in two or more paragraphs:

- Indicate which grade level and what area(s) of struggle (reading, writing, math, attention, organization) you selected.
- Briefly describe the simulation activity you experienced. How did the simulation activity make you feel?
- How will this experience affect your teaching practices?

Option 2: Simulation Video

Watch the following video to get a sense of how it truly feels to have a brain with ADHD:

<https://www.youtube.com/watch?v=xfo1tZ95Ypk&feature=youtu.be>

After watching the above video, please respond, in two or more paragraphs:

- Briefly describe your reaction to the video.
- How will this experience affect your teaching practices?

3. Application: *Treatments & Interventions*

After reading Section 1 of the textbook about treatments and interventions for ADHD, address the following in two or more paragraphs:

Choose one mode of ADHD treatment or intervention from the text of interest to you.

Describe what the treatment or intervention entails, the research behind it, and the general success rate.

Consider what role schools play with implementing the treatment or intervention.

4. Application: *Behavior Management Systems and Supports*

Review Section 2 focusing on behavior management systems and supports. Then choose one of the following options to complete:

Option 1: Group Behavior Management Systems

Create a class (group) behavior management system (for example: Chart Moves, Individual Stamp Cards, Token Economy System, etc.) that could be implemented with your students. Remember: the system you implement needs to be easy to use and manage.

Please provide a detailed description of your behavior management system including:

- Target behavior(s) to be addressed (for example: completes 80% of assignments, gets teacher's attention appropriately, works cooperatively with peers, etc.)
- Rewards and positive reinforcement included
- Examples of any student handouts/charts/materials involved
- Who will record the data (teacher, students, paraprofessional)?
- When will the data be recorded (daily, weekly)?

Option 2: Individualized Behavior Supports and Interventions

Create an individualized behavior support or intervention such as: a goal sheet, behavior chart, monitoring form, incentive system, etc. (see examples in the appendix). Remember: the plan you implement needs to be easy to use and manage.

Please provide a detailed description of your individualized behavior support or intervention including:

- Target behavior(s) to be addressed (for example: quiet voice, follows directions, works cooperatively with peers, etc.)
- Rewards and positive reinforcement included
- Examples of any student handouts/charts/materials involved
- Who will record the data (teacher, students, paraprofessional)?
- When will the data be recorded (daily, weekly)?

5. Application: *Environmental Considerations*

According to Section 2 the text, “Environmental considerations are essential for classroom management and accommodating individual learning styles.” Section 2 of the text highlights environmental considerations for creating an ADHD-friendly environment. With two or more paragraphs, reflect on your classroom/office environment by addressing the following:

- What supports and accommodations does your learning environment currently have in place?
- What other supports will you implement to help students with ADHD to be successful?

Module 2

1. Read and Respond: *Instructional Strategies, Adaptations, Educational Rights*

After reading Sections 2-7 in the course text, please respond in one paragraph or more for each question unless otherwise noted.

- a. Describe your experiences with providing accommodations and modifications to help students be more successful in your classroom.
- b. According to the text, students with ADHD greatly benefit from being taught specific learning strategies including: working memory strategies, metacognitive strategies, and cognitive learning strategies. Describe one specific learning strategy highlighted in the text that you can apply to your current teaching practices and how the strategy will help to meet the needs of your students.
- c. Please respond to one of the following two options:

If you are in a school setting: Explain your current process for implementation of tiered intervention models such as RtI. Describe who is involved with the process, including your own role.

OR

If you are not in a school setting: explain your understanding of Response to Intervention (RtI) and the Student Support Team (SST) process based on the text and your own experiences. Summarize how you see this being a positive method for students and teachers.

- d. In a two or more paragraph summary, explain your understanding of the Individuals with Disabilities Education Act (IDEA) and Section 504.
- e. In Section 7 of the text, the author goes into greater detail when describing the age-related behaviors and developmental trends related to ADHD. Review the age group of interest or relevance to your educational role. Highlight any helpful strategies or tips that you will incorporate into your teaching practice.

2. Application: *Multisensory Lesson Plan*

According to Section 3 of the text, every lesson should incorporate a variety of learning modalities including: auditory, visual, and tactile-kinesthetic. For this application, you will be creating a new lesson plan or modifying an existing plan relevant to your educational role to accommodate the learning style differences and sensory needs of students.

You lesson plan should include:

- Consideration of the needs of visual, auditory, and tactile-kinesthetic learners
- Components of research-based instructional approaches including: Universal Design for Learning and/or Differentiated Instruction
- A 2 or more paragraph summary of how your multisensory lesson plan will reach and teach all students

3. Application: *Organization, Time Management, and Homework*

According to Section 4 of the text, “People with ADHD experience difficulty with organization, time management, and homework as a direct result of their executive function impairment.”

Complete one of the options below to create a support system in one of these areas for a student or a group of students:

Option 1: Organization

An organized classroom not only provides benefits for students with ADHD, but for all students. Think about the greatest organizational needs among students (real or hypothetical). Using the organizational suggestions and examples in Section 4 and the appendix of the textbook, create an organizational plan for an individual student or for a group of students.

Please include:

- A brief description of the organizational needs of your student(s)
- A 2-3 paragraph description of your organizational plan (please consider the following questions):
 - When and how often will your plan be implemented?
 - Will you incorporate a buddy system or a paraprofessional to assist students with ADHD?
 - Will you include goals and incentives?
 - What roadblocks do you anticipate with this plan and how will you overcome them?
- Any handouts or visuals you have created

Option 2: Time Management

According to the text, teachers need to understand that being tardy and missing deadlines is not intentional behavior-it is part of a student’s ADHD. Think about a student (real or hypothetical) who struggles with time management skills. Using the lists in Section 4 of the textbook focusing on time management, address the following in 3 or more paragraphs:

- How can you help your students become more aware of time?
- What procedures and supports can you put in place to assist your students with following a schedule and filling in a planner or calendar?
- What supports can you put in place to help your student with long-term projects and goals?

Option 3: Homework

According to the text, homework often takes students with ADHD three to four times longer to complete than other students. However, teachers can make adjustments and provide supports to help students with ADHD to be successful. Think about a student (real or hypothetical) who struggles with completing and handing in homework. Using the lists in Section 4 of the textbook, create a homework plan for your student. Your plan could be a chart, a contract, or another method or procedure of your choice (see appendix for samples).

For this application, please include the following:

- A brief paragraph describing your student needs and his/her target behaviors related to homework
- A 2-3 paragraph description of the logistics of the homework plan including:
 - When and how often will the plan be implemented?
 - How will your student be held accountable?
 - How will you give your student ownership of the plan?
 - What incentives or motivators will be provided?
 - What roadblocks do you anticipate with this plan and how will you overcome them?
 - How will you involve parents/guardians? Will anyone else help to support this plan (para-professional, peer-buddy, etc.)?
- A copy of the student homework plan (chart, contract, etc.)

4. Application: Academic Difficulties, Strategies, and Supports

After reviewing Section 5 of the textbook, please respond to one of the options below based on your interests and/or relevancy of your educational role.

Option 1: Reading

According to the text, "Roughly 25-50% of children with ADHD also have specific learning disabilities, and reading disorders are the most common."

- What specific strategies can you incorporate into your current teaching practice to support struggling readers which would them to participate equally in reading of grade-level materials?
- Choose a specific strategy and implement it with your students.
- In a two or more paragraph summary, describe how you used the strategy and provide an evaluation of how things went and
- Comment on whether or not the students met their goals, what you would do differently, and what went well.

Option 2: Written Language

According to the text, because it requires a high level of executive functions, written language is the most common area of academic need for students with ADHD.

- Review the steps of the writing process including: prewrite, draft, revise, edit, and publish.
- Highlight 4 or more strategies or supports you can implement for students with ADHD for each of the steps of the writing process.
- Provide your information in a table or another organized format that can be easily referenced.

Option 3: Math

According to the text, “About 20-26% of students with ADHD have a specific math disability.” Students with ADHD often have difficulties in math computation and problem solving skills related to their executive function and processing weaknesses.

- Read the strategies for teachers listed in Section 5 to help students strengthen and improve mathematical performance.
- Choose one strategy and implement it with your students.
- In two or more paragraphs, describe how you used the strategy, and provide an evaluation of how things went and
- Comment on whether or not the students met their goals, what you would do differently, and what went well.

5. Application: *Healthy Ways to Manage ADHD Symptoms*

Using Section 7 of the textbook, “Healthy, Fun, and Therapeutic Ways to Help Manage ADHD Symptoms,” and any other reliable resources, choose one method of interest to you or relevant to your students’ needs. Then complete the following in a 2 or more paragraph summary:

- Describe how the method you chose affects the symptoms of ADHD (impulsivity, inattention, hyperactivity, inconsistency, etc.).
- How might you present the information you learned to parents of children with ADHD symptoms?
- How might you incorporate the method into your teaching practices?

Module 3

1. Resource Requirement

Here is your opportunity to explore additional aspects of course concepts and to further customize your learning experience.

To meet this requirement, please identify two resources related to the course content that will both enhance your professional practice and deepen your understanding of the course. Resources selected may be blogs, wikis, websites, articles, books, journals or a combination thereof. Resources selected should be recent - published within the last three years.

Summarize what you learn from each resource in 2-3 paragraphs. Include an explanation about how information presented in the resource will impact your professional practice.

For each resource, include:

- Title
- Author
- Copyright or publishing date
- URL if applicable

Submit your summaries in a .PDF attachment, or copy/paste them into the text box.

If you choose, you may access the ERIC (Educational Resources Information Center) database [HERE](#). Please keep in mind, you do not need to select your resources from this database. Additionally, we are not able to support questions regarding the database use, subscriptions, functions, or access to articles.

2. Reflection Requirement

A key part of the learning process is reflection. This requirement is your opportunity to think deeply about course assumptions, insights and philosophies. The following prompts are intended as catalysts for discussion, there are no “right” or “wrong” answers. We want you to reflect and let us know your thoughts and opinions in 2 double-spaced pages, or more.

According to the text, “The best classroom management involves anticipating potential problems and avoiding them through careful planning and prevention.” Section 2 of the text addresses eight proactive classroom management strategies and tips including: create a positive classroom environment, establish rules and behavioral expectations, teach procedures and routines, use your proximity and movement, use signals and visual prompts, provide positive attention and reward appropriate behavior, accommodate the need to move, and address misbehavior.

- Reflect on your classroom management strategies.
- Highlight any strategies would you consider to be your strengths.
- Which strategies do you feel could be improved?
- Describe steps will you take to increase your classroom management skills.

General Course Info

Important Information

Collaboration & Plagiarism Policy

- All courses require participants to verify agreement with our Honor Code prior to submitting coursework. [Here](#) is more information on the Learners Edge Collaboration & Plagiarism Policy.
- Failure to uphold the Collaboration & Plagiarism Policy may result in a loss of credit and an inability to register for future courses with Learners Edge. Please contact our office if you have any questions about this policy.

American Disabilities Act

- Accommodations will be provided for individuals with documented disabilities or special learning needs. Please let us know how we can help by contacting us at instructor@LearnersEdgeInc.com.

Coursework Requirements & Evaluation

How much time should I be spending on a course?	To achieve the level of learning required, please commit approximately 45 hours to successfully complete a 3-credit course (15 hours per credit).
All coursework is evaluated	Within 5 business days (allow up to 7 days during peak submissions at the end of sessions).
If coursework meets requirements	Grades are available on your My Edge Page within 7 business days from your last coursework module submission. Your grade will then be sent to ASDN for processing.
If coursework does not meet requirements	Re-submit your coursework by the end of session deadline.
If coursework exceeds requirements	We may contact you to congratulate you on your work. We call these “Happy Calls” because they make both teachers, and us, happy! We may also contact you for permission to feature portions of your coursework on our Chalk Blog!

Coursework Formatting

Font	12 pt.
Spacing	Double or single spaced
Labels	Clearly label each section of your coursework

Questions?		
E-mail	Live Chat	Phone
General Questions: Support@LearnersEdgeInc.com	Via website	877.394.4930
Content Questions: Instructor@LearnersEdgeInc.com		

Connect with Us!	
Course Review	Course Survey
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