



## **ADHD: Teaching and Learning Strategies Online Participant Syllabus**

### **Course Description**

Course participants will gain a deep understanding of the impact attention-deficit/hyperactivity disorder (ADHD) has on the performance of students in the classroom. Research-based instructional strategies and behavior management strategies will be explored, along with methods to improve executive function skills. The implementation of appropriate accommodations, modifications, and interventions will also be highlighted. This course engages participants with meaningful, applicable, and practical activities with a focus on success for students with ADHD.

### **Course Prerequisites**

Participants must hold a baccalaureate degree.

### **System Requirements**

This is specific for technology or online courses.

- Computer with word processing software
- Internet connection
- Software capable of reading PDF files
- Software capable of viewing PowerPoint presentations

### **Textbooks/Supplemental Reading**

No textbook is required for this course. Critical reading of assigned articles and supplementary materials are embedded throughout the course. Assigned and recommended readings are listed in each milestone.

### **Global Goals of the Course**

To deepen and/or apply the content and skills of the teacher's existing professional knowledge base by meeting the following global goals of the course:

1. Identify characteristics of ADHD at various developmental levels.
2. Design teaching strategies and lessons which include support for students with ADHD to improve learning in the classroom.
3. Implement accommodations, modifications, and supports in the classroom.
4. Implement behavioral management strategies to promote positive behaviors and

- effective classroom management.
5. Examine research-based treatments and interventions for ADHD to increase student engagement.

### Instructional Objectives

By the conclusion of the course, each participant should be able to do the following:

1. Explore the impact of ADHD on education
  - 1.1 Define and describe ADHD, including signs and symptoms across developmental stages
  - 1.2 Reflect on experiences with working with individuals with ADHD, including interventions implemented
  - 1.3 Understand the connection between ADHD and executive function deficits
  - 1.4 Identify resources and programs within schools and communities to support individuals with ADHD
2. Examine evaluation procedures, diagnostic criteria, and treatments for ADHD
  - 2.1 Explain the process for pursuing an evaluation for special education
  - 2.2 Identify diagnostic criteria for ADHD based on the guidelines from the DSM-5
  - 2.3 Explore a range of treatments used for ADHD
  - 2.4 Discuss how treatment methods could be incorporated into teaching practices
3. Investigate research-based instructional strategies for students with ADHD
  - 3.1 Understand the unique learning style differences and sensory needs of students with ADHD
  - 3.2 Design a lesson plan or activity incorporating multiple learning modalities
  - 3.3 Examine the components of research-based instructional approaches such as Universal Design for Learning and Differentiated Instruction
  - 3.4 Identify appropriate accommodations and modifications to implement to meet the individualized learning needs of students with ADHD
4. Identify methods to improve executive function skills and working memory for students with ADHD
  - 4.1 Discuss organizational needs of individuals with ADHD
  - 4.2 Describe challenges related to time management for students with ADHD
  - 4.3 Address difficulties individuals with ADHD face with homework and study skills

- 4.4 Create a plan/system to improve executive function skills for an individual or a group of students
- 5. Address specific academic difficulties students with ADHD face
  - 5.1 Understand the impact ADHD has on academic achievement
  - 5.2 Examine strategies and interventions used to support students with reading
  - 5.3 Discuss strategies and interventions used to support students with writing
  - 5.4 Describe strategies and interventions used to support students with math
- 6. Describe behavioral challenges students with ADHD face
  - 6.1 Identify triggers linked to challenging student behaviors
  - 6.2 Explore strategies and interventions to prevent and manage challenging behaviors and to promote positive behaviors
  - 6.3 Create a behavior management system for an individual or a group of students
  - 6.4 Reflect on current behavior management strategies and systems and steps that will be taken to improve behavior management skills
- 7. Understand the rights of students with ADHD, along with the responsibilities of educators
  - 7.1 Demonstrate understanding of the Individuals with Disabilities Education Act (IDEA)
  - 7.2 Compare and contrast IEPs and 504 plans
  - 7.3 Investigate tiered intervention models such as RtI and the Student Support Team (SST) process
  - 7.4 Discuss the benefits and challenges of working with other special education team members, including parents as stakeholders
- 8. Explore additional resources, including technology tools, related to supporting individuals with ADHD
  - 8.1 Review a variety of online websites, literature, and organizations related to ADHD to deepen understanding of the course content
  - 8.2 Discuss the benefits and roadblocks of using technology to support the needs of students with ADHD
  - 8.3 Describe how the implementation of a specific tech gadget, app, or program could benefit students with ADHD
  - 8.4 Develop a professional network of resources associated with ADHD which will further enhance educational practices

## Teaching Methodology and Delivery Model

Teaching methodologies used in this course are specifically designed to maximize learning in a guided, graduate-level, online distance-learning model. Each course facilitator is trained and/or experienced in facilitating graduate-level online courses as well as the specific content and skills of this course.

1. Online methodologies include instructor/expert presentations, directed skill practice, asynchronous class and group discussions using threaded discussion questions, peer evaluation, self-evaluation, portfolio development, and the synthesis of new knowledge and skills in designing grade-specific lesson plans or other educational applications of knowledge and skills.
2. The course is taught in a supportive learning environment with teacher-participant interaction and feedback. Class participants interact with other professionals via the Forum by replying to existing posts as well as creating new threads on topics of their choice.
3. Content focuses on the presentation of advanced concepts linked to instructional strategies which accommodate learning needs of a diverse student population.
4. Course content, activities, and assignments are organized into "milestones" that participants complete during the 8-week span of the course. Course content is intended to cover material equal to 45 seat hours of instructional time.
5. Class participants actively construct their own learning and make it personally relevant by acquiring and applying course knowledge/skills to their own teaching situation.

### **Learning Assessment**

Formative assessment of learning objectives for this course is conducted informally throughout the course via discussion, critiques, peer- and self-evaluations, journal entries, instructor feedback, small-group sharing and activities requiring participants to make sense of new knowledge and/or skills within their realm of teaching. Additionally, three formative assessments are embedded within the course. Summative assessment for the course occurs in the form of a final project which requires each participant to synthesize class content and apply it within the teacher's specific teaching environment. Copies of the course performance assessment rubrics are included in Appendices A-C.

### **Final Projects**

In keeping with best instructional and assessment practices, this course requires participants to demonstrate synthesis and application of course knowledge in an applied final project linked to the instructional objectives of this course. Assessment of the project should not be limited to the quantity of work submitted but should carefully consider the quality and intellectual value of the work.

Participants taking courses for professional development unit (not-for-credit) must follow the same Participation Expectations as posted in the course syllabus. Participants will complete readings and tasks as outlined in the Task List. Forum Postings are also required. However, participants will be exempt from completing the Formative and

Summative assignments unless otherwise noted. Proof of seat hours will be presented to the participants after completing the state required course evaluation located on the student portal.

Final projects are due and will be submitted to the instructor within the 8 weeks of the allotted class time. Unless the instructor states otherwise, all papers are expected to be properly formatted electronically.

### Assessment and Grading

Throughout the course, participants will engage in both formal and informal formative and summative assessments. Points are assigned based on a four-point criterion rubric specifically delineated for each assessment that can be further defined as follows:

**Distinguished:** The assessment is highly imaginative; demonstrates critical thought; is unique; shows substantial application to one's own teaching or professional position; *goes above and beyond requirements*; is creative; demonstrates both breadth and depth of knowledge of transition-related subject matter; shows individual's personality; is professional in presentation and appearance; and demonstrates considerable effort. The assessment is exceptionally completed and demonstrates clear understanding of the tasks, gives explanations, and shows how the assessment applies to a teaching/learning situation. The assessment meets the specific criteria delineated in "Distinguished" on the course rubric.

**Proficient:** The assessment is well-organized and complete; is effectively and clearly presented; demonstrates clear understandings; applies what has been learned to the author's own classroom situation; clearly shows connections; is detailed; and is thoughtful and supported with ideas. A thoroughly completed assessment demonstrates that the participant shows awareness of the tasks, gives explanations, and shows how the assessment applies to a teaching/learning situation. The assessment meets the specific criteria delineated in "Proficient" on the course rubric.

**Basic:** This is the lowest passing grade. The assessment meets minimum requirements; includes general information but lacks descriptive detail; shows limited application to teaching/learning; and lacks originality. This denotes work that does not meet **all** aspects of standards for academic performance in a graduate-level course. The assessment meets the specific criteria delineated in "Basic" on the course rubric.

**Unsatisfactory:** The assessment is missing evidence or information; is sloppy and poorly organized; demonstrates only surface understandings; shows no evidence of application to the author's own teaching situation; is poorly written; and does not meet minimum standards for academic performance in a graduate-level course. The assessment meets the specific criteria delineated in "Unsatisfactory" on the course rubric.

The assessments for this course are weighted as follows:

Participation and Reflection	30%
Formative Assessments	30%
Summative Assessments	40%

### Academic Honesty and Integrity

Academic dishonesty (cheating, fabrication, plagiarism, etc.) will result in the participant receiving a zero for that assignment or paper. Students should be aware that The Connecting Link and/or our university partners reserve the right to suspend or terminate any participant who copies or otherwise plagiarizes the work of other professionals.

### Americans with Disabilities Act Compliance

In compliance with Section 504 of the Rehabilitation Act and The Americans with Disabilities Act, participants who have any condition, either permanent or temporary, which might affect their ability to perform in this class are encouraged to inform the instructor at the beginning of the first session. Reasonable academic accommodations, aids, and adjustments may be made as needed to provide for equitable participation.

### Attendance

Participants will have 8 weeks from the time of their first date of login to complete the course. It is the expectation that participants will post initial responses to Forum discussion questions by Thursdays. In addition, participants are to respond to at least two other participant posts by Sundays. Projects are only due in specific Milestones. Forum postings, assignments, and assessments must be completed by due dates specified within the course.

### Late Work and Make-Up Policy

Participants are expected to keep pace with assignments and expectations. If a situation arises in which an assignment cannot be completed, the participant is expected to make arrangements with the instructor for the timely submission of such work. Failure to complete all work in this time frame will result in an **incomplete** or a grade of **F** for the work, depending on the reason for the delay.

### University Compliance

Course content and instruction are bound by policies associated with the university granting academic credit for the course. Such policies include, but are not limited to: academic integrity and honor codes, institutional objectives and grade grievance procedures. These policies are located within the official academic catalogs which can be accessed through the university's official website.