



ADHD: Teaching and Learning Strategies Site-Based 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.

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 of this course are designed to support intensive, graduate-level course work in an interactive setting. Instructional plans support the content of this course, which focuses on the improvement of professional teaching expertise in any or all of the following categories: assessment, collaboration, communication, diverse learners, educational reform, instructional strategies, planning instruction, productivity, reflection of practice, student learning, subject matter, and/or technology.

- Methodologies include instructor presentations, specific skill practice, discussions, audio-visual presentations, self-evaluation, project development, course readings, research/inquiry exercises, and the synthesis of new knowledge and skills with previously acquired skills/expertise in relation to transition knowledge and content.
- The course is taught with instructor-participant and participant-participant feedback. Course content, activities, and assessments are organized into 8 modules totaling 45 seat hours. Assessments are due two-weeks following the end of the course.
- Research-based content, presentations, educator resources in print and on the Internet, notes from instructor presentations, class activity work pages, references, and assessments are supported by content designed specifically for educators.
- Daily activities include a variety of research-based instructional approaches appropriate for adult learners. Class participants actively construct their own learning and make it personally relevant by acquiring and applying course knowledge/skills during hands-on practice and problem-solving activities, personal reflection, in-class presentations, whole-class and small group discussions and activities, assigned readings, research/inquiry, projects, and collaborative work in various group formats. All are designed to make it possible for educators and other school-related personnel to learn the same basic content and skills with an emphasis on application to their own specific content area or grade level.

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.

Topics Agenda

Milestone One: An Overview of ADHD

Participants will explore the definition of ADHD, along with the signs and symptoms across developmental stages. The connection between ADHD and executive function deficits will also be highlighted. Participants will reflect on resources and programs their schools and communities have available to support students with ADHD.

Milestone Two: Evaluation Procedures and Treating ADHD

Participants will review the diagnostic criteria for ADHD, based on the guidelines from the American Psychiatric Association's Diagnostic and Statistical Manual, Fifth edition (DSM-5). Evaluation procedures and treatments for ADHD will also be explored.

Milestone Three: Instructional Strategies for Students with ADHD

Participants will investigate research-based instructional strategies to accommodate the unique learning styles and sensory needs of individuals with ADHD. The implementation of accommodations and modifications will also be highlighted.

Milestone Four: Executive Function Strategies

Participants will learn how to support individuals with ADHD with improving organization, study skills, time management, and homework. The relationship between working memory and ADHD will also be discussed.

Milestone Five: Academic Achievement for Students with ADHD

Participants will learn about the impact ADHD has on academic achievement. Research-based strategies and interventions will be explored to support students with improving reading, writing, and math skills.

Milestone Six: Promoting Positive Behaviors for Students with ADHD

Participants will explore research-based strategies and interventions to prevent and manage challenging behaviors. Both individualized and group behavior management systems will be discussed.

Milestone Seven: Student Rights, Educational Responsibilities

Participants will gain a deeper understanding of their legal responsibilities, along with the rights of individuals with ADHD. The Individuals with Disabilities Education Act (IDEA) and Section 504 will be addressed.

Milestone Eight: ADHD Resources and Technology to Support Students with ADHD

Participants will review a variety of online websites, literature, and organizations related to ADHD to deepen their understanding of the course and to enhance their professional practices for continuous growth. The exploration of web-based technology tools will also be included.

Final Projects

Assignments/ assessments should reflect that each participant is accountable for a high degree of learning appropriate for graduate level credit. Therefore, instructors will assign 3 formative assignments which can be completed throughout the course. These assignments will correlate to the instructional learning objectives. All courses will also include a final summative project which requires critical thinking, analysis, synthesis, evaluation or application. Assessment of the assignments should not be limited to the quantity of work submitted but should carefully consider the quality and intellectual value of the work.

Final projects are due within two weeks of the end of class. Projects submitted during the third week "grace period" will have their grade reduced one full letter grade. No papers will be accepted past the grace period, and participants will, consequently,

forfeit credit for the course. Papers are expected to be properly formatted and submitted to the instructor either in person or via mail or an email attachment.

Participants taking professional development unit (not-for-credit) courses must attend all scheduled class sessions and complete all formative assignments. However, they will be exempt from completing the final summative project unless otherwise noted. Proof of seat hours will be presented to the participants after completing course reflection via the student portal and all hours are met.

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

All participants are expected to maintain academic honesty and integrity by doing their own work to the best of their ability. Academic dishonesty (cheating, fabrication, plagiarism, etc.) will result in the participant receiving a zero for that assignment or paper.

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 are required to attend all classes as well as participate in class discussions, small group activities, and projects. Absence from any part of the class will require that you withdraw from the class. You will need to contact The Connecting Link at (888) 550-5465 in the event this occurs.

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.