



## Reaching and Teaching Students with ADD/ADHD Online

### Course Outline

#### Course Description

The course is designed to provide comprehensive information on Attention Deficit and Hyperactivity Disorders. The material in this course is a useful resource for teachers, parents and other professionals involved in educating and providing support services for individuals with ADHD/ADD. The course involves the exploration of current research and best practices for understanding students diagnosed with ADHD/ADD, as well as providing useful research based intervention techniques to address academic and behavioral challenges within this population. Course material will provide information regarding characteristics, prevalence and types, causes, behavioral interventions, academic strategies, family issues, and current strategies for children with ADHD. References and resources contained in the book, *Managing ADHD in School; the Best Evidence-Based Methods for Teachers*, by Russell Barkley, will form the foundation for this course. Although the title suggests Teens as the targeted population, strategies and information found within the book are practical for K-12 students, educators, parents and professionals.

#### Objectives

Competencies to be demonstrated and mastered by participants in this class include:

- Evaluate definitions, descriptions and behavioral characteristics of ADHD.
- Investigate corrective and logical consequences.
- Explain strategies to aid calming and avoid escalation of problems.
- Evaluate ideas for dealing with challenging students.
- Create questioning techniques to increase student response opportunities.
- Analyze student attention through active participation.
- Construct and discuss self-regulatory techniques.
- Discuss obtaining and focusing student attention.
- Review multiple intelligences and layered curriculums for students with ADHD.
- Apply differentiation techniques across the curriculum.
- Develop accommodations, modifications and multisensory strategies.
- Build opportunities for success through organizational and time management skills.
- Create better written communication and editing skills.
- Assist in facilitating greater decoding skills, vocabulary and fluency.
- Develop better communication, collaboration and mutual support systems.
- Create both short and long term goals, develop an action plan of strategies and interventions to best meet the needs of ADHD students.

## **Curriculum Design & Time Requirements**

This course will outline the parameters of Reaching and Teaching Students with ADD/ADHD and the importance of classroom strategies and techniques that benefit the ADHD student directly, but also create an optimal learning environment for all students. This is a sixty-hour, three credit graduate level course completed over a thirteen-week period.

## **Hardware & Computer Skill Requirements**

Students may use either a Macintosh computer or a PC with Windows 2000 or higher. Students should possess basic word processing skills and have internet access with an active e-mail account. Students also are expected to have a basic knowledge of how to use a Web browser, such as Microsoft Internet Explorer, Safari, Mozilla Firefox etc.

## **Course Materials**

The required text for this course is Managing ADHD in School; the Best Evidence-Based Methods for Teachers, by Russell Barkley.

## **Module Outline**

### **Module 1: Introduction and Overview**

**Objective:** Creating an Understanding of Attention-Deficit/Hyperactivity Disorder

**Contents:**

1. Introduction
2. Definitions and Descriptions of ADHD
3. Behavioral characteristics of ADHD
4. What is currently known about ADHD
5. Develop a common vocabulary and an evaluate key concepts
6. Setting personal goals for the course

### **Module 2: Managing the Challenge of ADHD Behaviors**

**Objective:** Create effective classroom management techniques and positive discipline strategies

**Contents:**

1. Identifying common triggers and avoiding antecedents to misbehavior
2. Addressing student misbehavior without threat
3. Corrective and logical consequences
4. Preventing or minimizing behavior problems during less structured times
5. Skill deficits vs. performance deficits
6. School-wide intervention examples and strategies

### **Module 3: Individualized Behavior Management, Interventions, and Support**

**Objective:** Evaluate research-based approaches that work with ADHD students with closer monitoring, more feedback and powerful incentives for behavior modification

**Contents:**

1. Defining target behaviors
2. Daily strategies that grow into weekly and monthly programs
3. Strategies to aid calming and avoid escalation of problems
4. Ideas for dealing with challenging students
5. Defining FBA and BIP's

### **Module 4: Strategies for Engaging, Maintaining and Regulating Students' Attention**

**Objective:** Compare strategies to increase student listening, following directions and compliance

**Contents:**

1. Compliance training
2. Getting and focusing students' attention
3. Maintaining students' attention through active participation
4. Questioning techniques to increase student response opportunities
5. Keeping students on task during seatwork
6. Self-monitoring attention and listening levels (self-regulatory techniques)

### **Module 5: The Role of Differentiated Instruction**

**Objective:** Develop strategies to reach students through differentiated and multisensory instruction

**Contents:**

1. Applying differentiation techniques across the curriculum
2. Multiple intelligences and layered curriculums
3. Multisensory strategies
4. Accommodations and modifications
5. Environmental adaptations
6. Assessing learning styles

### **Module 6: The Advantages of Teaching Cooperative Learning, Organizational and Homework Skills for Students with ADHD**

**Objective:** Discuss how cooperative learning has a place in the overall strategy of teaching and reaching students with ADHD

**Contents:**

1. The five elements of cooperative learning
2. Structuring to achieve positive interdependence
3. Teaching cooperative social skills
4. Building organizational and time management skills
5. Learning strategies for study skills

### **Module 7: Writing and Reading Basics for Students with ADHD**

**Objective:** Create avenues leading to better written communication and editing skills

**Contents:**

1. Why writing is a particular struggle for students with ADHD
2. The Writing Process: A General Overview
3. Strategies for improving fine motor skills and handwriting
4. Building up written expression
5. Strategies to assist with planning, organizing and editing
6. Bypassing and accommodating writing difficulties

## **Module 8: Reading Strategies and Interventions**

**Objective:** Improve methods to assist in facilitating greater decoding skills, vocabulary and fluency

### **Contents:**

1. Pre-reading strategies and building word recognition
2. Independent and oral reading strategies
3. Common Reading Difficulties
4. Vocabulary enhancement techniques
5. Research-based reading intervention programs
6. During and after-reading strategies
7. Techniques for using graphic organizers (outlines and visual aids) for ADHD students

## **Module 9: Collaborative Efforts and School Responsibilities in Assisting Students with ADHD**

**Objective:** Develop better communication, collaboration and mutual support systems

### **Contents:**

1. The necessity of the team approach
2. The educator's role in the collaborative team process
3. The parent's role and cultural sensitivity
4. School-based assessment for ADHD
5. School documentation and communication with clinicians or medical providers
6. Educational laws and rights of students with ADHD
7. Innovative programs and projects for improving the lives of students with ADHD

## **Module 10: Your Plan for Reaching and Teaching Students with ADHD**

**Objective:** Create both short and long range goals and develop an action plan of strategies and interventions in order to best meet the needs of ADHD students

### **Contents:**

1. Creating short term goals, two-week action plans and beyond
2. Teacher documentation and benchmarks
3. How technology can assist in the process
4. Creating avenues to essential learning
5. Alternative forms of assessment
6. Plan sharing, feedback and evaluation

## **Grading**

<b>Assignment</b>	<b>Points</b>	<b>Grading Scale</b>	
Reflection Assignments	30	100 - 93	<b>A</b>
Reading Assignments	10	92 - 85	<b>B</b>
Website Review Assignments	20	84 - 77	<b>C</b>
Final Integration Project	20		
Final Exam	20		
<b>Total Points</b>	<b>100</b>		

## **Student Requirements**

1. **Participation:** Actively participate in all activities.
2. **Assignments:** Complete all readings, questions and reflection assignments.
3. **Final Project:** Complete a final project.
4. **Final Exam:** Pass a final exam.

### **Attendance and Assignments**

Participants are expected to complete all assignments and dialogue with their colleagues. Therefore, assignments are due as per the syllabus to receive full credit for participation. If accommodations, modifications, and/or other arrangements are necessary, all prior arrangements must be made with instructor on an individual basis, as needed.

### **Student Academic Integrity**

Participants guarantee that all academic class work is original. Any academic dishonesty or plagiarism (to take ideas, writings, etc. from another and offer them as one's own), is a violation of student academic behavior standards as outlined by our partnering colleges and universities and is subject to academic disciplinary action.

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