

Reaching and Teaching Students with ADD/ADHD

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, *Teaching Teens with ADD, ADHD & Executive Function Deficits: A Quick Reference Guide for Teachers and Parents* by Chris A. Zeigler Dendy, 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 *Teaching Teens with ADD, ADHD & Executive Function Deficits: A Quick Reference Guide for Teachers and Parents* by Chris A. Zeigler Dendy. In this text, educators will be offered comprehensive guidance in the positive education of students who have been diagnosed with ADD/ADHD. The strategies are research-based, appropriate and recommended for all students who appear to have attention problems, learning disabilities, or are underachieving for any reason, including gifted children. This comprehensive resource represents a definitive guide for educators, parents and clinicians. The book explores the basics of ADHD/ADD, discusses the links between ADD/ADHD, Executive Functioning Deficits and academic performance (written expression, reading, math and memorization), and defines organizational and study skill issues specific to students identified with the diagnosis. It addresses timely topics such as federal laws governing the education of children with ADHD, medication issues and specific behavioral strategies to support ADHD students.

Session Outline

Session 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

Session 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
7. Assignment

Session 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
6. Assignments

Session 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)
7. Assignments

Session 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
7. Assignments: Internet website review and research

Session 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
6. Assignments

Session 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
7. Assignments

Session 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
8. Assignments

Session 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
8. Assignments

Session 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
7. Final examination

Grading

Assignment	Points	Grading Scale
Group and Classroom Participation	20	100 - 93 A
Written Assignments	40	92 - 85 B
Final Integration Project	20	84 - 77 C
Final Exam	20	
Total Points	100	

Student Requirements

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

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.