



**Your
Education
Ally.**

By Teachers,
For Teachers.

Course Syllabus

Name:

Date:

Today is a Great Day to Learn Something New!

Professional learning to meet your needs.

Engaging and applicable, ELEVATE courses are the core of Teaching Channel. We offer a variety of courses that meet the continuing education needs of teachers from across the country. Teaching Channel courses work perfectly for license renewal needs, working to move up through salary schedules, or for professional learning to support improved student outcomes. Teaching Channel provides continuing education graduate credit courses that have been approved and endorsed by regionally accredited colleges and universities from across the United States.



Current University Partners (See a current list of academic partners on our website)

Continuing Education courses are approved by our regionally accredited (HLC, NECHE, WSCUC, NWCCU) partners by review of syllabi, content, and coursework expectations. (Indicate anticipated university/college partner below, if applicable.)

Course Creation and Evaluation:

Courses are created and evaluated by educators with a master's degree or higher in an education-related field and five or more years of classroom experience in PreK-12th grade education. Course evaluators provide personalized, specific feedback for assignments and rubric-based grading aligned with best practices in professional education.

Spring Term

Registrations Accepted
July 16-March 15
Coursework Due*
April 15

Summer Term

Registrations Accepted
December 16-July 15
Coursework Due*
August 15

Fall Term

Registrations Accepted
March 16-October 22
Coursework Due*
November 15

*Or first business day after the 15th if due date falls on a weekend.

Coursework Details

The Rigor of Teaching Channel Graduate-Level Continuing Education Courses.

Professional Learning Model

Our research-based Professional Learning Model is used to design ELEVATE continuing education courses. The model includes five elements used to guide professional learning and to positively impact student outcomes:



Course Content

ELEVATE Courses are self-paced, and per standard practice in the field, each credit carries the equivalent of fifteen hours of content and coursework. Participants explore resources that include a solid balance of research and applicability. All courses feature video clips, research-based articles, and interactive elements to enhance and support learning. To receive credit, participants must complete the following requirements according to expectations outlined in our course rubric:

Response Questions: Connect new learning from course resources to current pedagogy.

Resource Review: Find resources related to the course topic to extend learning and solve problems of practice.

Applications: Complete a variety of assignments encouraging participants to implement new learning in their classrooms or schools.

Reflection: Write a reflection paper that activates critical thinking and inspires the transformation of future professional practice.

All coursework is to be completed in the Teaching Channel online environment.

Course Name	ADHD: Focusing, Learning, Teaching
Course Number	OL 5027
Course Credits	3 or Flex Credit

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 the disability of 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 executive functions, instructional strategies, as well as methods for increasing appropriate behaviors, treatments, modifications and accommodations for students with the disability of ADHD.

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

Course Objectives:

As a result of participation in this course, participants will:

1. Use provided prompts specific to Attention Deficit Disorder (ADHD) to describe assumptions and insights of practitioners, researchers and self, including how the information relates to professional educational practice.
2. Design a lesson that will accommodate needs for visual, auditory, and tactile-kinesthetic learners.
3. Prepare an activity to collaborate with a student with ADHD on classroom environment.
4. Implement a support system around the needs of organization, time management, and homework.
5. Develop an action plan to challenge the status quo related to ADHD.

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.

All readings and resources are linked within their respective assignments.

All coursework is to be completed in the Teaching Channel online environment.

Knowledge Base:

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

- Bugaj R. (2018). *The new assistive tech: Make learning awesome for all!* Portland, OR: International Society for Technology in Education.
- Hannigan, J. D., & Hannigan, J. E. (2020). *Building behavior: The educator's guide to evidence-based initiatives*. Thousand Oaks, CA: Corwin.
- Hartmann. (2020). *Living with ADHD: Simple exercises to change your daily life*. S.l.: Healing Arts Press.
- Murawski W., & Scott, K. L. (2019). *What really works with universal design for learning*. Thousand Oaks, CA: Corwin.
- Poole. (2020). *Flipping adhd on its head: How to turn your child's "disability" into their greatest strength*. Austin, TX: Greenleaf Book Group Press.
- Re M. (2020). *Understanding adhd: A guide to symptoms, management and treatment*. S.l.: Routledge.
- Strosnider, & Sharpe, V. (2019). *The executive function guidebook: Strategies to help all students achieve success*. Thousand Oaks, CA: Corwin.

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Teaching Channel Course Rubric

All course submissions must meet general graduate level standards through the use of correct grammar, spelling, and mechanics. Each paragraph should be clearly organized and include 5 sentences or more. If work does not meet the above criteria, it will be returned to the student for resubmission.

Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Statement of Intention and Awareness	The evaluator will only review the Statement of Intention and Awareness for a response to each prompt. If a student does not respond to each prompt, the Statement will be returned to the student for resubmission. The student's Statement of Intention and Awareness will be evaluated as part of the Reflection.		
Investigation: Read and Respond	Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings. In at least half of the responses, the participant also makes inferences related to professional practice or supports answers with professional experiences.	Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.

All coursework is to be completed in the Teaching Channel online environment.

Investigation: Resource Review Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Summary of Resource	Coursework summarizes the main ideas presented in the resource and includes at least one instance of critical analysis (i.e. asks questions, looks for gaps in information, disputes contradictions, etc.)	Coursework summarizes the main ideas presented in the resource.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Relation to Personal Assumptions or Course Content	Coursework provides more than one detailed example of how the resource supports or challenges personal assumptions and/or course content.	Coursework provides one example of how the resource supports or challenges personal assumptions and/or course content.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Impact on Professional Practice	Coursework provides more than one clear explanation of how the information in the resource could impact professional practice.	Coursework provides one explanation of how the information in the resource could impact professional practice.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.

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Application Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Planning, Development and Execution	Coursework shows complete planning, development and/or execution of application, clear articulation of details and inclusion of polished required artifacts.	Coursework shows complete planning, development and/or execution of application and inclusion of required artifacts.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
	Coursework includes creative or innovative application of new knowledge and skills from course content to professional practice.	Coursework includes application of new knowledge and skills from course content to professional practice.	
Written Requirements	Coursework provides clear, logical, and organized responses to any writing prompts in the application. It also includes at least one detailed connection to course objectives, student learning goals or transformation of professional practice.	Coursework provides clear, logical, and organized responses to any writing prompts in the application.	

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Reflection Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Connection to Statement of Intention and Awareness	Coursework includes an evaluation of both learning goals articulated in the participant's Statement of Intention and Awareness from Module 1. Participant includes one future learning goal related to course content.	Coursework includes an evaluation of one of the learning goals articulated in the participant's Statement of Intention and Awareness from Module 1.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Summary of Learning	Coursework includes three or more detailed connections to specific assignments completed or course content viewed (assigned readings or videos).	Coursework includes two general connections to course content.	
Description of Positive Influence or Transformation	Coursework includes two or more specific ideas for changes in one's professional practice with timelines. OR Coursework includes two or more detailed action steps with timelines for positively impacting other stakeholders.	Coursework includes one general idea for changes in one's professional practice. OR Coursework includes one action step for positively impacting other stakeholders.	

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Module 1

1. Tell us about yourself!

Before we begin with course content, write 1 sentence about yourself. You will be asked to include this background in each of the modules submitted for the course. This provides context for your responses and enables the course evaluator to respond with feedback tailored to your specific role in education. Here are three examples to guide you:

- I'm a 4th grade teacher and teach all subjects.
- I'm a middle school counselor.
- I'm out of the classroom on leave this year, but next year I'll be back teaching 9th grade science.

2. Statement of Intention and Awareness

At Teaching Channel, we want your learning to be purposeful and applicable to your professional practice. To do that, research says learners need to first identify their motivations and goals. Next, learners assess prior knowledge and previous experiences so they can create deeper connections to the course material.

Using the guidelines below, please address the following in your Statement of Intention and Awareness, in a total of two paragraphs, or more:

1. Share your motivation for learning about ADHD.
2. Summarize your previous knowledge or experience with ADHD.
3. List your own two learning goals for the course.

In Module 1, your evaluator will review your Statement of Intention and Awareness to ensure it is complete. It will be graded within your Reflection Requirement in Module 3, where you'll revisit your Statement of Intention and Awareness to identify your growth and learning from the beginning of the course to the end.

3. Investigation: Read and Respond

After reading the assigned resources, please respond in one paragraph or more for each prompt (unless otherwise noted). Please be sure that each paragraph meets our length requirement of 5 sentences, or more.

From Sections 1 and 2 in the course text:

- A. Write a brief paragraph describing your understanding of ADHD and your experience working with students diagnosed with ADHD.

All coursework is to be completed in the Teaching Channel online environment.

- B. Describe the relationship between ADHD and executive function.
- C. We must remember the positive traits of children, teens, and adults with ADHD! Review the list of positive characteristics in Section 1 of the text, then describe one action you will take in your professional role to highlight and focus on the positive traits of children, teens, or adults with ADHD.
- D. Rewards for positive reinforcement can be a controversial topic among educators. Explain your philosophy regarding rewards to assist in changing behavior.

From Sections 2-7 in the course text:

- E. Describe an experience providing accommodations and/or modifications to assist students in being successful in your classroom.
- F. 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 from the text you can apply to your current teaching practices, and how the strategy will meet the needs of some students.
- G. Please respond to one of the following options (A. or B.):

Option A: If you are in a school setting, explain your current process for implementation of tiered intervention models such as Response to Intervention (RtI) and describe who is involved with the process, including your own role.

OR

Option B: 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 as a positive method for students and teachers.

- H. Explain your understanding of the Individuals with Disabilities Education Act (IDEA) and Section 504.
- I. In Section 7 of the text, the author goes into 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, then highlight any helpful strategies or tips you will incorporate into your teaching practice.

All coursework is to be completed in the Teaching Channel online environment.

Module 2

1. Tell us about yourself!

Provide a one sentence or longer explanation of your role in the field of education.

2. Application: Behavior Management Systems and Supports

The good news is, there are many behavior management systems and supports to assist educators. 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 students. Remember: the system you implement needs to be easy for you 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 of the course textbook). 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 the data will be recorded (daily, weekly)

All coursework is to be completed in the Teaching Channel online environment.

3. Application: Collaborate

Section 2 of the text highlights environmental considerations for creating an ADHD-friendly environment. For this application, plan a way to work with a student who has ADHD (or a past or hypothetical student) to create a learning environment that accommodates their needs.

Please include the following in your plan:

- Ideas you have for working collaboratively with the student who has ADHD
- Two ways the current learning environment addresses the needs of the student or students so they can be successful
- Two ways the learning environment can be improved to better address the needs of the student or students, so they can be successful

Your plan and your responses to the above prompts should be a total of one page or more.

4. Application: Innovate

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 create a new lesson plan or modifying an existing plan to accommodate the learning style differences and sensory needs of students.

Your lesson plan should include:

- Goals and Objectives of the new lesson or modified lesson
- Consideration for the needs of visual, auditory, and tactile-kinesthetic learners
- Components of research-based instructional approaches including: Universal Design for Learning and/or Differentiated Instruction
- If applicable, adaptations for remote or hybrid learning
- A two or more paragraph summary of how your multi-sensory lesson plan will reach and teach all students
- Any other information to help us understand your new lesson plan or lesson modifications

5. Investigation: Resource Review

To complete the Resource Review, identify two resources related to (but not directly from) the course content to enhance your professional practice, and deepen your understanding of the course content.

All coursework is to be completed in the Teaching Channel online environment.

Resources may include blog posts, podcasts, websites, videos, documentaries, films, articles, books, or journals, published within the last five years. To find a resource, we suggest a web search (Google, Bing, etc.) using terms or ideas from the course you'd like to learn more about, or that relate to your specific professional learning needs.

Please provide the resource title, author, copyright or publishing date, and URL (if applicable). Then, in two paragraphs or more per resource, respond to one or more of the following:

- Share information about how the resource information could impact your professional practice
- Explain how each resource supports or challenges your professional assumptions
- Summarize any questions that remain, i.e.: gaps in information or contradictions

To meet "A" criteria as outlined in the course rubric, for each resource, include two or more different examples of how the resource supports or challenges assumptions, *and* explain two ways this resource will impact your professional practice.

Module 3

1. Tell us about yourself!

Provide a one sentence or longer explanation of your role in the field of education.

2. Application: Implement

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 and implement 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 and implement an organizational plan for an individual student or for a group of students. Your plan can be a chart, a contract, or narrative of 2 paragraphs or more.

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Please include the following in the plan:

- A brief description of the organizational needs of the student(s)
- How often your plan will be implemented
- How you could incorporate a buddy system or a paraprofessional to assist students with ADHD
- The goals you have for the organizational plan
- Any roadblocks you anticipate and how you will manage them
- Any handouts or visuals you have created to support the organizational plan

Option 2: Time Management

According to the text, teachers need to understand that being tardy and missing deadlines is not intentional behavior-and is often part of ADHD. Think about a student (real or hypothetical) who struggles with time management skills. Then, using the lists in Section 4 of the textbook that focus on time management, address the following in a plan, a chart, a contract, or narrative of 2 paragraphs or more.

- How you will assist/teach/guide students to become more aware of time and time management skills
- The procedures and supports you will implement to assist students with following a schedule (you are welcome to include any assistive technology tools and/or suggestions for filling in a planner/calendar, setting calendar reminders and/or timers, etc.)

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 assist students with ADHD 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 and implement a homework plan for your student. Your plan can be a chart, a contract, or narrative of 2 paragraphs or more (see the textbook's Appendix for ideas).

Please include the following in the plan:

- A paragraph describing the student's needs and target behaviors related to homework
- How often your plan will be implemented
- How the student will be held accountable and given ownership of the plan
- Any roadblocks you anticipate and how you will manage them
- If and how you will involve families
- If anyone else will support the plan (para-professional, peer-buddy, etc.)
- A copy of the student homework plan (chart, contract, etc.)

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3. Application: Reading, Writing and Arithmetic

Learning about the strategies and supports for student with ADHD gives educators the practical tools they need to help students succeed! 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."

If completing this option, respond to the following in a total of two paragraphs or more:

- What specific strategies can you incorporate into your current teaching practice to support struggling readers which would help them to participate equally in reading of grade-level materials?
- Choose one strategy and implement it with your students. If you do not have access to students, share how you anticipate the lesson will go when implemented.
- If you could implement the strategy with students, summarize whether or not the students met their goals, what you would do differently, and what went well.

Option 2: Writing

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.

If completing this option, respond in a total of two paragraphs or more:

- Review the steps of the writing process including: pre-write, draft, revise, edit, and publish.
- Highlight one strategy or support you can implement for students with ADHD for each of the steps of the writing process (pre-write, draft, revise, edit, and publish) for a total of 4 strategies.
- Provide your information in a table or another organized format that can be easily referenced, similar to the example below:

Writing Steps	Writing Strategy or Support
Pre-write	Strategy 1:
Draft	Strategy 2:
Revise	Strategy 3:
Edit	Strategy 4:
Publish	

All coursework is to be completed in the Teaching Channel online environment.

Option 3: Arithmetic

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.

If completing this option, respond in a total of two paragraphs or more:

- 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. If you do not have access to students, share how you anticipate the lesson will go when implemented
- Comment on whether or not the students met their goals, what you would do differently, and what went well.

4. Application: Challenging the Status Quo

Using Section 7 of the textbook, "Healthy, Fun, and Therapeutic Ways to Help Manage ADHD Symptoms," choose one method of interest to you or relevant to your students' needs, please complete one of the following options:

Option 1: Intrinsic Look

Set up time to meet with a colleague for 15-minutes or longer to discuss the importance of learning about ways to assist students with ADHD. Share how this course has changed your perspective on students with ADHD, and strategies for teaching and interacting with students who have ADHD.

When submitting your work for this option, include:

- The role of your colleague (teacher, specialist, administrator, etc.)
- The discussion points you brought to your conversation
- Notes from the 15-minute or longer collegial conversation

Option 2: Extrinsic Look

Create a 5 slide or longer informational presentation about ADHD for educators, families, or students. Include the following when submitting the presentation:

- To whom you will share the presentation (educators, families, students, etc.)
- The goals and objectives of the presentation
- Any other information to ensure we understand the presentation

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5. Reflection

In 2 or more double-spaced pages (12pt font), synthesize your learning by summarizing how your learning in this course has evolved your professional practice. To meet "A" criteria as outlined in the course rubric, your reflection should include:

- A comparison of your learning goals from your Statement of Intention and Awareness in Module 1 with your new learning, to assess how you've grown.
- One key takeaway from your learning.
- One future learning goal related to course content.
- Three or more detailed connections to specific course applications, information from readings, and other completed course activities.

And your choice of *one* of the following:

- Two or more specific ideas for changes to your professional practice with timelines for implementing changes.
- Two or more detailed action steps you'll take to positively influence others (students, parents, colleagues, administrators, community members, etc.), including implementation timelines.

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